

2010

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The University of San Francisco

A STUDY OF PERCEIVED LEADERSHIP STYLES OF SEVEN JESUIT
UNIVERSITY PRESIDENTS IN MÉXICO

A Dissertation Presented
to
The Faculty of the School of Education
Department of Leadership Studies
Catholic Educational Leadership Program

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Rubén Arceo, S.J.
San Francisco
May 2010

THE UNIVERSITY OF SAN FRANCISCO
Dissertation Abstract

A STUDY OF PERCEIVED LEADERSHIP STYLES OF SEVEN JESUIT
UNIVERSITY PRESIDENTS IN MÉXICO

The education apostolate is one of major ministries of the Society of Jesus. The Mexican Province has been engaging in this work through its schools and universities. Up to this point, research has not been conducted in the United States and México in the area of presidents' leadership in higher education. There was a need to study the leadership roles and styles of the presidents of Jesuit universities in the Mexican Province and provide knowledge of best practices in this area.

The study identified the self-perceptions of seven Jesuit university presidents in México in regard to the following aspects: (1) Their leadership styles; (2) Their knowledge of the Jesuit mission of higher education; (3) The extent that their leadership styles relate to the Society of Jesus' mission in higher education; and (4) Their collaboration with others in their universities. The perceptions of the presidents and their administrative teams and faculties were compared for congruency.

The study employed mixed methodologies in two phases. The first phase used a researcher-designed survey in two versions: The *Presidents' Jesuit Education and Leadership Survey* and the *Administration and Faculty Jesuit Education and Leadership Survey*. The second phase considered a group of interviews using a standardized open-ended interview guide in two versions: The *Jesuit University Presidents Interview Guide* and the *Jesuit Administrative and Faculty Interview Guide*. The survey was administered

to seven Jesuit university presidents, 210 administrators and 210 full-time and part-time faculty members. A sample of four presidents, eight senior administrators and eight faculty members was selected for face-to-face interviews in the second phase of the study.

The study found that the leadership styles vary according to the presidents' personality and approach to the institution. The results revealed that an authoritarian leadership will limit the achievement of the Jesuit mission and the university institutional goals. The findings delineated that having greater knowledge of the Jesuit mission and of presidential role, along with collaborative and delegative leadership styles, will result in better institutional outcomes. The study offered recommendations and direction to current efforts made in presidency leadership in higher education in the Mexican Province.

Rubén Arceo, SJ

Br. Raymond J. Vercruysse, CFC
Chairperson, Dissertation Committee

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted to the Faculty of the School of Education in partial fulfillment of the requirements for the degree of doctor of Education. The Content and research methodologies presented in this work represent the work of the candidate alone.

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ACKNOWLEDGEMENTS

In the contemplation to attain love, at the end of the Spiritual Exercises, Saint Ignatius recommends that,

I will call back into my memory the gifts I have received –my creation, redemption, and other gifts particular to myself. I will ponder with deep affection how much God our Lord has done for me, and how much he has given me of what he possesses, and consequently how he, the same Lord desires to give me even his very self, in accordance with his Divine Majesty, namely, all my possessions, and myself along with them. I will speak as one making an offering with deep affection and say: “Take, Lord, and receive all my liberty, my memory, my understanding, and all my will –all that I have and possess; you, Lord, have given all that to me. I now give it back to you, O Lord. All of it is yours. Dispose of it according to your will. Give your love and your grace, for that is enough for me” (Ganss, 1991, p.176-177).

As I recall all the benefits and blessings I have received in the process of completing my doctorate and dissertation, many generous and wonderful people come to my mind. Each one of them have helped me and supported me in many ways to bring this process to fulfillment. They contributed their time, resources, gifts, talents, and love during this process. The number of them is endless. I wished I would be possible to mention all their names to acknowledge them. Thus, I want to extend my most, deep and heartfelt gratitude and appreciation to each one of them. In particular, I would like to thank the following:

First, my brother Jesuits of the California Province, in gratitude for their support and friendship over the last few years. In particular, to Fr. John McGarry, S.J., Provincial, and Fr. Ted Gabrielli, S.J., Provincial Assistant for International Students, for their unconditional support and friendship.

Second, my brothers Jesuits of the USF Community, in gratitude for their companionship, support, and for the Ignatian grant which made this doctorate possible. In particular, I want to express my gratitude to Fr. Mario Prietto, S.J. Rector of the USF community, Fr. Dan Kendall, S.J., and Fr. Jeff La Belle, for all their support, friendship and companionship throughout the whole process of doctoral studies, including the completion of my dissertation.

In particular for all their support and encouragement I want to thank Fr. Stephen Privett, S.J., president of USF, Dr. Gerardo Marin, Vice-president of International Affairs, and Dr. Jim Wiser, former USF Provost.

I wish to extend heartfelt thanks to all faculty of the School of Education and in particular the faculty of the Catholic Educational Leadership Program in gratitude for their wisdom, *cura personalis*, and commitment to Jesuit education. In particular, I want to thank Dr. Doreen Jones both for her wisdom as well as her words of encouragement and support.

My dissertation chair, Br. Ray Vercruysse, C.F.C., Ed.D. for his advice and mentorship. I want to express my gratitude and appreciation to the dissertation committee

members and my professors, Dr. Gini Shimabukuro, Ed.D. and Dr. Elena Flores, Ph.D., for their wisdom, friendship, support and for always being there for me. I want to thank Dr. Emma Fuentes, Ph.D., for her support and feedback she gave for my dissertation proposal.

Janet Snyder, doctoral assistant, and Than Ly, program assistant, for their support, encouragement and invaluable friendship.

To all the members of the ICT Department and Glesson Library for their help and support in proving the necessary means for the completion of my studies and dissertation. I want to express my gratitude to Shannon Halkyard for his support and assistance.

To all those who participated on my Validity and Reliability my gratitude goes out to them for their support and assistance. In addition, I want to thank all the Jesuit university presidents, the administrators and faculty members of the Jesuit México universities who participated in this study. I want to thank the Provincial of México province for his support to conduct this study in the Jesuit universities of the Mexican Province.

I want to thank my family for their love, care and support. I want to express my gratitude to my classmates and friends for their support and assistance in this study. In particular, I want to single out Fr. Arturo Araujo, S.J., Fr. Marco Antonio Bran Flores, S.J., Sandra Jewett-Ramirez, and Betty Rodríguez.

Finally, and most important of all, my gratitude and praise to God, who by his mercy and grace, granted me the strength, courage, wisdom, peace and hope in this process of hard work, discipline and solitude. To Him, praise and glory!

As I have pondered with deep affection and gratitude how much God has done for me, I offer my life with much feeling and love: Take, Lord and receive...

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LIST OF ABBREVIATIONS

A	Always
AFJELS	Administration and Faculty Jesuit Education and Leadership Survey
ASU	Alfonso Salmerón University
CJE	Characteristics of Jesuit Education
ICAJE	International Commission on the Apostolate of Jesuit Education
CPAL	<i>Conferencia de Provinciales de América Latina</i>
D	Disagree
DLS	Department of Leadership Studies
DLU	Diego Laínez University
GC	General Congregation
GC31	31 TH General Congregation
GC34	34 TH General Congregation
GC35	35 TH General Congregation
FXU	Francisco Xavier University
ILU	Ignacio of Loyola University
IPP	Ignatian Pedagogy Paradigm
JAFIG	Jesuit Administrative and Faculty Interview Guide
JCUS	Jesuit Conference of the United States
JEEA	Jesuit Education East Assistancy
JPELS	Jesuit President's Education and Leadership Survey
N	Never
LF	Less Frequently
JUFIG	Jesuit University Presidents Interview Guide
NBU	Nicolás Bobadilla University
PFU	Pedro Fabro University
PJELS	Presidents' Jesuit Education and Leadership Survey
SCCE	Sacred Congregation of Catholic Education
SD	Strongly Disagree

SA	Strongly Agree
SJ	Society of Jesus
SRU	Simon Rodríguez University
U	Unsure
UIA	Universidad Ibero Americana
ULP	Universidad Loyola del Pacifico

CHAPTER I

THE RESEARCH PROBLEM

Statement of the Problem

In April 2008, Pope Benedict XVI visited the United States. During his visit, he met with the presidents of the countries Catholic universities. While addressing the gathered educators, the Pope stated that education represents “an outstanding apostolate of hope seeking to address the material, intellectual and spiritual needs of over three million children and students” (p. 2). He emphasized that no one should be denied access to an education based on Christian faith and values. He encouraged teachers and administrators from Catholic universities and schools to ensure that students receive instruction in Catholic doctrine and practice. Furthermore, Pope Benedict XVI (2008a) maintained that the mission of proclaiming the good news of the Gospel and the instruction of the Catholic faith is fundamental to Catholic education. He emphasized that

the challenges confronting us require a comprehensive and sound instruction in the truths of the faith. But they also call for cultivating a mindset, an intellectual “culture”, which is genuinely Catholic, confident in the profound harmony of faith and reason, and prepared to bring the richness of faith’s vision to bear on the urgent issues which affect the future [of our society]. (p. 3)

Almost two decades earlier, in his encyclical *Ex Corde Ecclesiae*, Pope John Paul II (1990) challenged Catholic universities to provide meaning to students through Christian inspiration, moral values, and the religious dimension, and to evaluate the “attainments of science and technology in the perspective of the totality of the human person” (§7). He emphasized that a Catholic university should pursue its objectives and goals in a formation that promotes an “authentic human community animated by the spirit of Christ” (§21). John Paul II further added that

as a result of this inspiration, the community is animated by a spirit of freedom and charity; it is characterized by mutual respect, sincere dialogue, and protection of the rights of individuals. It assists each of its members to achieve wholeness as human persons; in turn, everyone in the community helps in promoting unity, and each one, according to his or her role capacity, contributes towards decisions which affect the community, and also towards maintaining and strengthening the distinctive Catholic character of the institution. (§21)

A Catholic university founded on these qualities and principles would not only strengthen its Catholic identity but would participate more actively in the mission of the Church. A Catholic university establishes a relationship with the universal Church by participating directly in the life of the local Church where the university is located. Pope John Paul II (1990) maintained that a Catholic university is “an academic institution, and therefore, a part of the international community of scholarship and inquiry, in which each institution participates in and contributes to the life and mission of the universal Church” (§27).

In the same way, Jesuit universities collaborate in the life of the local Church and contribute to the life and mission of the universal Church. In response to the Church’s mission in higher education, the Society of Jesus (SJ) from its beginnings has continuously worked toward excellence in education. This education seeks not only academic excellence, but the development and growth of the individual as a whole. The International Commission on the Apostolate of Jesuit Education (ICAJE, 1986) indicated that

in Jesuit education, the criterion of excellence is applied to all areas of school life: the aim is the fullest possible development of every dimension of the person, linked to the development of a sense of values and a commitment to the service of others which gives priority to the needs of the poor and is willing to sacrifice self-interest for the promotion of justice. The pursuit of academic excellence is appropriate in a Jesuit school [and university], but only within the context of human excellence. (§107)

The full development and growth of the human person is one of the goals that both the Catholic Church and the Society of Jesus share in education. However, the development and growth of the person through education should not be understood as an education for the individual alone, but rather as an education that includes the social community as well. Pope Pius XI (1929) emphasized in his encyclical *Divini Illius Magistri [On Christian Education]* that “education is essentially a social and not a merely individual activity” (§11). He further explained,

In fact, it must never be forgotten that the subject of Christian education is man [and woman] whole and entire, soul united to body in unity with nature, with all his [or her] faculties natural and super natural, such as right reason and revelation show him [or her] to be. (§58)

In a letter to all superiors and presidents of Jesuit schools and universities, Fr. Peter-Hans Kolvenbach (1986, 1990), Superior General of the Society of Jesus from 1983 to 2008, indicated that the ultimate aim of Jesuit education is the full development of the person. He emphasized that the growth and development that Jesuit education provides should lead individuals to action, to the promotion of justice, and to benefit the poor in our society. In the same manner, the ICAJE articulated that

in order to promote awareness of “others”, Jesuit education stresses community values such as equality of opportunity for all, the principles of distributive and social justice, and the attitude of mind that sees service of others as more self-fulfilling than success or prosperity. (§83)

The 34th General Congregation of the SJ (1995) maintained that the mission of the Society of Jesus, as a religious order in the Catholic Church, is “the service of faith and the promotion of justice” (§39). The Society of Jesus understands its mission of service founded on a “faith commitment to God expressed in terms of following Christ” (ICAJE, 1986, §111). The ICAJE elaborated this point stating that

The decision to follow Christ, made in love, leads to a desire to always do “more” –enabling us to become multiplying agents. The desire, in turn, is converted into the necessary personal preparation in which a student dedicates himself or herself to study, to personal formation, and ultimately to action. (§111)

Jesuit education, therefore, is oriented to the formation of individuals, who by their full development and growth will become men and women for others, men and women committed to the promotion of justice as part of their faith experience (ICAJE, 1986; Kolvenbach, 1986, 1990). Consequently, collaboration and teamwork are fundamental to accomplish this task of development and growth in Jesuit institutions (Arrupe, 1974; Kolvenbach, 1986, 1990; Society of Jesus, 1995, 2008).

Pope John Paul II (1990) specified that in order for educators to respond to the Church’s call “to be present as signs of courage and intellectual activity” (§24), they need to acknowledge the role of the directors and administrators in a university. He affirmed that directors and administrators play a crucial role in promoting the constant growth of the university and of the education community through their service of leadership.

Correspondingly, the ICAJE (1986) asserted that

In a Jesuit school [and university], there is willingness on the part of both lay people and Jesuits to assume appropriate responsibilities: to work together in leadership and in service. Efforts are made to achieve a true union of minds and hearts, and to work together as a single apostolic body in the formation of students. There is, therefore, a sharing of vision, purpose and apostolic effort. (§119)

Furthermore, the ICAJE (1986) indicated that the collaboration of teachers, administrators and auxiliary staff is an apostolic service to the education mission of the Church, and is an important contribution to the formation of men and women for others. The use of the word collaborator in Jesuit literature is defined as any person “who has knowledge of, sympathy for, identification with, and commitment to the Jesuit character

of education” (ICAJE, 1989, ¶141). The term collaborator will be used throughout the dissertation.

The leadership roles of Jesuit presidents and of their collaborators are fundamental in carrying out the mission of the SJ in higher education (ICAJE, 1986; Kolvenbach, 1986, 1990). Consequently, there is a need to explore the Jesuit university presidents’ leadership roles and styles. For the purpose of the study, leadership roles was operationalized as the president’s job description and tasks associated to the president’s leadership of the university. In addition, leadership styles referred to the personal approach that each president brings to his role in the university.

Up to this point, research had not been conducted in the United States and México in the area of Jesuit university presidents’ leadership roles and styles in higher education. Furthermore, research in general on university and college presidents’ leadership in the United States has been limited and outdated (Bensimon, 1990; Birnbaum, 1990; Bourque, 1990; Neumann & Bensimon, 1990). There were two studies found related to presidents perceptions of their leadership styles. One study was conducted by Bensimon (1990) and was based on perceptual congruence between presidents and leaders on their campuses. The second study was elaborated by Newman and Bensimon (1990) based on college presidents’ images of their leadership roles. This research contributed to furthering the knowledge in the area of presidents of Jesuit universities and, in particular, in Jesuit university presidents’ leadership roles and styles.

Purpose of the Study

The purpose of this study was to identify the self-perceptions of seven Jesuit university presidents in México in regard to the following aspects: (1) their leadership

role; (2) their leadership style; (3) their knowledge of the Jesuit mission of higher education; (4) the extent that their leadership styles related to the Society of Jesus' mission in higher education; and (5) their collaboration with others in their universities, a quality intrinsic to the Jesuit mission. In addition, the researcher investigated the perceptions that the administrative teams and faculties of these seven Jesuit universities have of their respective presidents. The perceptions of the presidents and their administrative teams and faculties were compared for congruency in this study.

Background and Need for the Study

The *Characteristics of Jesuit Education* (CJE) (ICAJE, 1986) is a document that contains a set of orientations for Jesuits and lay collaborators, providing guidelines to implement Jesuit education and identity in these universities and schools based on the mission of the Society of Jesus in education (Duminuco, 2000; ICAJE, 1986; Kolvenbach, 1986). This document presents 28 characteristics arranged according to nine themes. These themes articulate the purpose and principles of Jesuit education. Table 1 displays the nine themes and 28 characteristics that appear in the *Characteristics of Jesuit Education* (ICAJE, 1986).

Table 1

Themes and Characteristics of Jesuit Education

Theme	Characteristics
I. An education that promotes faith and finding God in all things	<ol style="list-style-type: none"> 1. World-affirming: God present in all things. 2. Assistance in the formation of each individual in a community. 3. Provides a religious formation of the individual. 4. Jesuit education is an apostolic instrument. 5. Promotes dialogue between faith and culture.

(Table 1 Continued)

II. <i>Cura Personalis</i> : Personal relationships and development	6. Individual care and concern for the person and for the community.
	7. Learning and instruction based on personal discovery and teacher-student reflection.
	8. An education that encourages life-long openness to growth.
III. Growth in knowledge and freedom	9. An education that is value oriented.
	10. An education that promotes knowledge, love, and acceptance of self and others.
	11. An education that provides knowledge of the world: awareness of the social effects of sin, and recognition that persons and structures can change.
IV. Commitment to Jesus Christ through faith development	12. An education that promotes Christ as the model of human life: inspiration from the life and teachings of Jesus and establishing a friendship with Jesus.
	13. An education that provides adequate pastoral care: religious faith and commitment, spiritual exercises, and response to a personal call from God.
	14. An education that celebrates faith by prayer, worship and service.
V. Faith that does Justice	15. An education to prepare for an active life commitment.
	16. An education that serves faith and does justice.
	17. An education that seeks to form men and women for others.
	18. An education that manifests a particular concern for the poor.
VI. Serving in the mission of the Church	19. An education to the service of the Church.
	20. An education that prepares students to serve actively in the Church.
VII. Excellence in all things	21. An education that pursues excellence in its work of formation: fullest possible development of individual capacities; formation of leaders for service, and excellence in faith commitment.
	22. Witness to excellence and collaboration with and among schools and education institutions.
VIII. Community collaboration	23. An education that stresses lay-Jesuit collaboration by a common mission and responsibilities.
	24. An education that relies on a spirit of all the members of the education community.
	25. An education that takes place within a community with shared responsibilities and leadership in the mission of the Church.
IX. Common vision and mission	26. An education that adapts means and methods in order to achieve its purposes most effectively in fitting the specific needs of the place and the people it serves.
	27. Jesuit education is a system of schools with a common vision and common goals.
	28. Promotion of professional development and continuous formation based on Ignatian spirituality.

Note: Adapted from the International Commission on the Apostolate of Jesuit Education (ICAJE). (1986). *Characteristics of Jesuit Education*. In V.J. Duminuco (2000) (Ed.), *The Jesuit Ratio Studiorum*. (pp.129-169). New York: Fordham University Press.

These characteristics were formulated by the International Commission of Jesuit Education (ICAJE) as an update of the *Ratio Studiorum* (1599). The *Ratio Studiorum* was a document of the Society of Jesus that presented the plan and methodology of Jesuit education since 1599 (Duminuco, 2000). According to Duminuco, a group of Jesuit educators met with Fr. Pedro Arrupe, S.J., former Superior General of the SJ (1965-1983), to discuss the challenges that Jesuits and lay educators were facing in the area of education. In the meeting, the group of Jesuit educators expressed that

they were experiencing the shift from a coherent cultural and religious context to a pluralism of views and values; from a respect for rational discourse to postmodern distance; from reason and the glorification of the individual to an effective experience; from contentment with a social structure that acknowledged and often accepted social class with correlative privileges and deprivations, to a demand for social justice for all; from a faculty and staff that was overwhelmingly Jesuit in composition to one characterized by ever-increasing percentages of lay men and women on staff. (p. 151)

In light of these significant changes and challenges that were impacting Jesuit schools, colleges, and universities, Jesuit educators felt that the *Ratio Studiorum* of 1599 no longer responded adequately to the contemporary challenges in education (Duminuco, 2000). Duminuco (2000) further explained that Arrupe had concurred with an assessment made by the Jesuit educators that they were to provide schools and universities with an integrated worldview and a way of proceeding based on Ignatian foundations. This re-articulation would aid Jesuits and their collaborators in the ministry of education. As a result of this, Arrupe formed a commission comprised of a representative from each continent to work on a document to address these concerns.

The commission worked on six drafts and their respective revisions for a period of four years. Educators from every province of the Society of Jesus in the world participated in the revisions of the drafts until the final document was completed and

ratified. The final product of this work was the *Characteristics of Jesuit Education* (CJE) (ICAJE, 1989) and their practical application was called the *Ignatian Pedagogical Paradigm* (IPP). The IPP aids educators and provides practical ways to incorporate the Ignatian values in the teaching-learning process. These two documents became significant sources to guide Jesuits and lay collaborators worldwide in their ministry of education (Duminuco, 2000).

Peter-Hans Kolvenbach, S.J. (1986), successor of Arrupe, wrote a letter to all Jesuit presidents of high schools and universities throughout the world to encourage them to take seriously the CJE and IPP as bases for reflection and evaluation of the educational mission of Jesuit schools and universities. He stated,

The characteristics can assist all those working in Jesuit education to “exercise” this essential task of apostolic discernment. It can be the basis for renewed reflection on the experience of the educational apostolate and, in light of that reflection, for evaluation of school policies and practices: not negatively (“What are we doing wrong”), but especially positively (“How can we do better”). This must take account of “continually changing” local circumstances: individual countries or regions should reflect on the meaning and implications of the characteristics for their own local situations, and should, then, develop supplementary documents that apply this present universal document to their own concrete and specific needs. (¶7)

Kolvenbach (1986) emphasized that the CJE should lead Jesuit universities and schools to reflect on their educational experience, to evaluate the universities and schools on how they may improve their quality of education, and to be able to adapt Jesuit education to the local needs of their communities. This evaluation intended to promote an institutional renewal of all Jesuit universities and schools based on the application of the CJE. In the elapsing time, Kolvenbach called for institutional evaluation, the Mexican Province was not able to accomplish it. This study provided a process and a tool to evaluate Jesuit universities on the application of the CJE.

Conceptual Framework

The theories and concepts used for this study constructed a framework that helped to identify and analyze the perceived leadership styles of seven Mexican Jesuit university presidents in the achievement of their Jesuit mission in higher education. The conceptual framework for this study was based on: (1) the Jesuit university presidents' leadership roles and styles according to the policies and procedures of the Society of Jesus (ICAJE, 1986; Duminuco, 2000); (2) the mission of Jesuit Education (Duminuco, 2000; ICAJE, 1986); (3) the concept of collective leadership [team work] (Duminuco, 2000; Fisher & Koch, 2004; Hearn, 2006; Hiller, Day & Vance, 2006; ICAJE, 1986; Lawrence, 2006; Pope John Paul II, 1990); and, (4) the theory of perceptual congruence of university presidents developed by E. M. Bensimon (1990).

Research has demonstrated that organizational success relies not only on the number of achievements that an organization acquires but on the quality of these achievements and on the quality of the work of its members as well (Bono & Ilies, 2006; Kellett et al., 2006). This would presume that the members of an organization would be highly trained, qualified, mentored and guided in their work (Bono & Ilies, 2006; Kellett et al., 2006). According to Kellett, Humphrey and Sleeth (2006), for an organization to succeed, special attention must be given to the influence that leaders have on their followers in an organization. Similarly, for a Jesuit university to succeed in its mission in higher education and to attain its institutional goals, special attention needs to be given to university presidents for the influence they have on their collaborators. The presidents are the main leaders of the universities. They are expected to provide inspiration to the members of the university and to promote the Ignatian charism. Presidents must enhance

the Catholic identity of the university, promote the development of a common vision, and preserve the unity of all the members of the university (Duminuco, 2000, ICAJE, 1986, Kolvenbach, 1990). Furthermore, John O'Malley (2008) stated that

Leadership is a gift difficult to analyze, but it consists to a large extent in vision, in the ability to see how at a given juncture change is more consistent with one's scope than staying the course. It consists as well in the courage and self possession required to make the actual decision to change and to convince others of the validity and viability of the new direction. (p. 376)

Thus, the success of the mission of the Society of Jesus in higher education for a Jesuit university will ultimately depend on the effectiveness of the university presidents' leadership, and their ability to incorporate their collaborators as part of a team in a common mission (SJ, 2008; Jesuit Conference of the United States, 2002). To affirm this idea of partnership between Jesuits and lay collaborators by promoting collective team performance, Fr. Adolfo Nicolás, S.J. (2009), current Superior General of the SJ, told his fellow Jesuits that

Issues such as poverty, globalization, peace, unemployment, education require us to work with so many others of good will and good heart, well educated men and women with excellent training and skills for cooperative planning and international networking. We are blessed to cooperate with them for the good of all humankind. However, such cooperation underlines the need of a universal dimension in all we do. (p. 2)

In sum, Nicolás (2009) insisted that partnership and team performance for a Jesuit institution requires a universal dimension that is the vision and mission of the Society of Jesus. Therefore, Jesuit university presidents whose leadership roles and styles promote collective leadership performance, inspiration, and the vision and mission of the SJ, will be more successful in achieving the university's and SJ's goals and objectives (Kellett et al., 2006, Society of Jesus, 2008; Traub, 2008). Finally, a greater congruency of the

university presidents and their collaborators' perceptions will create greater better organizational outcomes (Bensimon, 1990; Neumann & Bensimon, 1990).

The perceptual congruence theory developed by Bensimon (1990) was used to examine Jesuit university presidents' perceptions of their leadership roles and styles. Benison's theory postulates that college and university presidents' awareness of their leadership roles and styles is influenced by their personal ideas and/or images of what they think a president should be like and should do. Bensimon indicated that presidents' personal ideas and images influence how they look at themselves as leaders and how they would like others to perceive them.

Consequently, Bensimon (1990) stated that university and college presidents' perceived leadership roles and styles impact institutions and their members when the presidents apply and communicate their personal ideas and images to their organizations. Thus, the application and communication of those ideas affect a university organization and structure, the participation of university collaborators, the sharing of power, the decision-making processes, and the institution's effectiveness in achieving its goals and objectives. Furthermore, according to Bensimon (1990), "If there is little or no congruence between what presidents do and how others see them, their actions may not have the intended consequences" (p. 72). Conversely, a greater congruency in the perceptions between university presidents and their administrative and faculty collaborators generates more compatibility, sympathy, and collaboration (Bensimon, 1990; Birnbaum, 1990; Bono & Ilies, 2006; Kellett, Humphrey & Sleeth, 2006).

According to Hiller, Day and Vance (2006), teams contribute significantly more to organizations than individuals working alone. Hiller et al. believed that individuals

who share common ideas, values, principles, interests and objectives will be able to come together as a team and actively work toward achieving common goals. In addition, Hiller et al. claimed that collective leadership is a “radical departure from traditional views of leadership in which the epicenter is not the role of a formal leader, but the interaction of team members to lead the organization by sharing leadership responsibilities” (p. 388).

Hiller et al. (2006) noted that a significant characteristic of collective leadership is that leadership does not come from an individual leader, but from the group itself. Thus, collective leadership results from a team relational process that members of an organization have established based on a shared common mission and vision. In this, individuals feel part of the organization and take ownership of their work. Furthermore, Hiller et al. claimed in their theory of collective leadership that: (1) the more extensive that collective leadership is within a team, the more the team will be able to reach higher levels of performance; (2) organizations that support and promote more collectivistic views in their team members will demonstrate higher levels of collective leadership; and (3) organizations that endorse unequal distribution of power among their members will exhibit lower levels of collective leadership and effectiveness.

Concurring with Hiller et al. (2006), Dickson, Resick and Hanges (2006) considered collective team performance to be the most effective form of leadership for an organization to successfully achieve its goals and objectives. Therefore, Jesuit university presidents who are capable of promoting collective team performance and are capable of bringing their collaborators together with a common vision and mission will be able to attain higher goals and organizational success (Alfred, 2006; Birnbaum, 1990; Bensimon,

1990; Brown, 2006; Dickson et al., 2006; Duminuco, 2000; Hearn, 2006; Hiller et al., 2006; Society of Jesus, 2008).

Research Questions

This study was guided by the following research questions:

1. To what extent are Mexican Jesuit presidents knowledgeable of their roles in the Jesuit mission in higher education?
2. What are the leadership styles of Mexican Jesuit university presidents?
3. To what extent are Mexican Jesuit university presidents knowledgeable of the Jesuit mission of higher education?
4. To what extent do the leadership styles of Mexican Jesuit university presidents promote the Society of Jesus' mission in higher education?
5. To what extent do Mexican Jesuit university presidents collaborate with others in their universities?
6. To what extent is there congruency between the perceptions of Mexican Jesuit university presidents and their administrative teams and faculties in regard to:
 - a. Presidents' leadership roles;
 - b. Presidents' leadership styles;
 - c. Presidents' knowledge of the Jesuit mission of higher education;
 - d. Presidents' collaboration with others in their universities.

Delimitations

A delimitation of this study involved the selection of the particular population sample studied. The study focused on the perceptions of the leadership roles and styles of

the seven Jesuit university presidents of México. This particular population is limited to the Jesuit universities in the Mexican Province and it may not be a representative sample for other provinces of the Society of Jesus. In addition, this population sample did not represent other religious-sponsored universities or other private Catholic universities in México, nor in other countries. Religious-sponsored universities and private universities have their own charisms, policies, structures, administration, and organizational objectives and goals. Thus, the findings of this study may not be generalized to other populations or settings. The target population was limited to Jesuit university presidents, senior administrators, administrators and faculty. The perceptions of staff and students were not part of this study.

Limitations

A limitation in literature and research studies was found in relation to perception of the university presidents' leadership. Research studies on university presidents' leadership are limited, outdated and have been conducted in the United States (Bensimon, 1990; Birnbaum, 1990; Bourque, 1990; Neumann & Bensimon, 1990). In México, studies on leadership in higher education have not been performed. However, this limitation becomes an opportunity. This study opened the door to a field which has not yet been fully explored and needs to be considered. This is a pioneer study that intends to stimulate further discussions and studies on Jesuit presidential leadership in higher education and Jesuit secondary schools.

A second limitation attributed to the study was that the study had been proposed and designed in the United States and conducted in México. Culture and language differences from the United States and México required translations and adaptations to

participants' language and culture needed for this study. Therefore, the researcher arranged for participant translations in Spanish such as invitation letters, consent letters, and data collection instruments. In addition, the researcher pursued the necessary authorizations to perform the study outside the United States in accordance to the policies and requirements of the Institutional Review Board for the Protection of Human Subjects for research from the University of San Francisco. Consequently, the results may not be generalized to other Jesuit settings or institutions outside of México.

A third limitation of the study was inherent to its mixed methodology. The study involved the use of a researcher-designed survey and a standardized open-ended interview guide. The researcher developed the instruments for data collection in English and Spanish. A survey and an interview guide were designed to collect the Jesuit university presidents' self-perceptions of their leadership roles and styles. The second survey and interview guide were designed to collect the presidents' administrative collaborators and faculties' perceptions. These instruments were structured with open-ended questions; therefore, the design may have restricted the respondents' expressions of their personal beliefs and values regarding the Jesuit university presidents' leadership.

A fourth limitation might have been the motivation of the respondents in answering the survey and interview questions. The use of a survey and interview guide to collect the participants' perceptions of the Jesuit university presidents' leadership roles and styles is limited to the participants' personal interpretations of their experiences, especially when the items of the surveys or questions of the interview guides may have meant different things to individual participants and so provoked varied interpretations.

A final limitation of this study involved the identity of the researcher. The researcher is a Jesuit priest from the Mexican Province and may have been biased by making assumptions based upon his close relationship with the Jesuits participating in this study. Therefore, both the delimitations and limitations previously stated may have affected the results of the research. Following this section, the significance of this study is presented.

Significance of the Study

Fr. Peter Hans Kolvenbach, SJ. (1986), former Superior General of the Society of Jesus, encouraged all Jesuit presidents from universities and schools in 1986 to conduct an assessment of their institutions through the lens of the *Characteristics of Jesuit Education* (ICAJE, 1986). Kolvenbach suggested that the presidents of Jesuit universities and schools should take seriously the CJE and reflect on the Jesuit character of education. He invited the presidents to conduct an assessment of their Jesuit institutions to find from the results what could be improved. Consequently, presidents from Jesuit universities and schools throughout the world conducted their own assessments and made the necessary changes for improvement (Duminuco, 2000).

In response to this call, the Mexican Province conducted an assessment of its schools and universities. To follow up on this assessment, the Mexican Province began working on ways of enhancing Jesuit education and Ignatian charism in its universities and schools. This enhancement was to improve the quality of education that the Society of Jesus wished to provide for the world today (Kolvenbach, 1986; ICAJE, 1986; Sistema Educativo UIA-ITESO, 2001).

In this process of assessment, improvement, and development in Jesuit universities and schools of the Mexican Province, research in the area of leadership in Jesuit higher education was not conducted. Relevant research studies in higher educational leadership were limited, are not recent, and have been only conducted in the United States (Bensimon, 1990; Birnbaum, 1990; Bourque, 1990; Neumann & Bensimon, 1990). Therefore, there was a need to study the leadership styles and practices of the presidents of Jesuit universities in the Mexican Province and provide knowledge of best practices in this area.

This study was designed to provide insights into perceptions of Jesuit university presidents' leadership roles and styles in the realization of the mission of the Society of Jesus in México. The results of this study may assist the Jesuits of the Mexican Province to have a better understanding of the leadership styles of university presidents, as well as effective practices in governance of the university.

In addition to gaining better understanding of the Jesuit president's leadership roles and styles, the results of the study can set the stage for reflection and dialogue about leadership as it supports Jesuit and Catholic identity in Jesuit universities and schools of the Mexican Province. The findings of this study can further assist the Mexican Province in developing succession plans and to promote lay participation, collaborative work, leadership training and guidance in Jesuit education and Ignatian Spirituality.

Another anticipated benefit of this research study was the possibility of its replication in other scenarios, such as Jesuit elementary and secondary schools for the Mexican Province, other provinces and the assistancy. The structure, paradigm and bilingual (English and Spanish) dimensions of the study may be useful to other Jesuit

schools and universities in the United States, and other Spanish speaking countries where the Society of Jesus is ministering in attempting to understand the leadership of presidents of Jesuit universities and schools. Finally, the conclusions and implications of this study have the potential to assist the members of the Mexican Province who collaborate in the area of education, and to encourage them to consider its findings for institutional evaluations and further research.

Definition of Terms

The following terms have specialized meaning that were used on this study.

Apostolate: an activity and service to others that is mission-oriented in proclaiming the good news and salvation of Christ (Society of Jesus, 1996, ¶ 223-224).

Director: understood in the Society of Jesus as the head of the Jesuit institution. Most of the documents of the Society of Jesus refer to the director of a Jesuit institution instead of a president. In this study, the term president will be used instead of director. In direct quotations the term president will appear in brackets next to director for clarification (ICAJE, 1989, ¶139).

General Congregation: an elected group of Jesuits representing all the provinces of the Society of Jesus in the world. This group is charged with the task of setting the direction and vision of the Society of Jesus in conjunction with the Superior General. General Congregations meet on the occasion of the election of the new superior general or when convoked by the Superior General to discuss matters concerning the SJ (Society of Jesus, 1996, ¶ 687-689).

Spiritual Exercises: “every method of examination of conscience, meditation, contemplation, vocal or mental prayer, and other spiritual activities. Just as taking a walk, traveling on foot and running are physical exercises, so is the name of Spiritual Exercises given to any means of preparing and disposing our soul to ride itself o all its disordered affections and then, after their removal, of seeking and finding God’s will in the ordering of our life for the salvation of the soul” (Ganss, 1991, p. 121).

Superior General of the Society of Jesus: an elected Jesuit who is responsible for the entire body of the Society of Jesus worldwide and represents the religious order in Rome (Society of Jesus, 1996, ¶ 694-709).

The composition of Chapter II will be a literature review of the pertinent literature related to this study.

CHAPTER II

LITERATURE REVIEW

Restatement of the Problem

The Society of Jesus has served the Catholic Church in the area of education from its beginnings to the present. According to Traub (2008), Saint Ignatius of Loyola, founder of the Society of Jesus, discovered the enormous good that came from this ministry in education and led him to promote the foundation of Jesuit universities and schools. As a result, Jesuits committed themselves to establish schools and universities to educate and form leaders that would work for a better and more just society (Traub, 2008).

The Society continues its ministry of education today. Jesuit universities and schools continue to provide an education that promotes the full and integral development of both its students and lay collaborators. The Jesuit Conference of the United States (JCUS) (2007) affirmed that Jesuit education “should make students intellectually able to assess critically the values propagated by contemporary culture and competent to evaluate the results of modern economic and social trends” (p. 14). Similarly, the *Conferencia de Provinciales Jesuitas de América Latina (CPAL)* [Conference of Jesuit Provincials of Latin America] (2008) stated that Jesuit education prepares students not only to get a job by acquiring a degree, but more so, to prepare them to be good and responsible citizens. From this perspective, Jesuit education must consider faith formation, strong ethical and moral values to help students become good and responsible citizens.

To accomplish this undertaking, the Society of Jesus (2008) recognized in the 35th General Congregation (GC 35) the importance of leadership for the effectiveness of its mission. In particular, the Society of Jesus envisioned that

leadership in the Society is a very demanding ministry. The need for international cooperation, new structures for partnership with others, and heightened expectations about the quality of community life are only some of the factors that call for new attitudes and new skills in superiors and directors of works at all levels of governance. Specific formation for Jesuits and others in positions of leadership is needed. (D. 5, ¶30)

As leadership becomes a concern for the Jesuit order and the effectiveness of its mission, this study explored this area.

Composition of the Literature Review

The composition of the literature review in this chapter is divided into seven sections as shown in figure 1. The first section introduces the literature related to

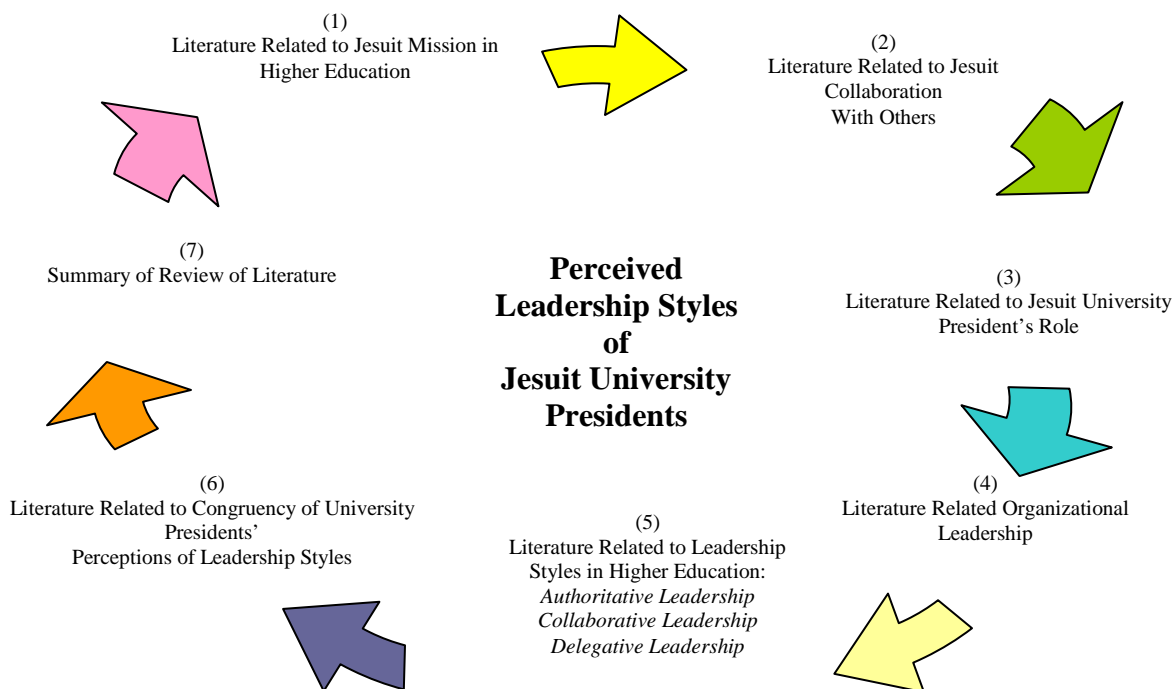


Figure 1: Organization of Chapter II

Jesuit mission in higher education. The second section looked at the literature related to Jesuit collaboration with others. The third section reviewed the literature on Jesuit university presidents' roles. The fourth section presented delineated literature related to organizational leadership. The fifth section provided literature related to leadership styles in higher education. The sixth section presented literature related to the congruency of university president's perceptions of their leadership styles. Finally, the seventh section incorporates a summary of the review of literature.

Jesuit Mission in Higher Education

The three recent General Congregations of the Society of Jesus (1967, 1995, 2008) defined the Jesuit mission as one that is “the service of faith and the promotion of justice.” This mission has been embraced by all Jesuits around the world, and applied to Jesuit ministries, apostolates, organizations and institutions. In the area of education, Jesuits and lay collaborators have been working together to incorporate the mission of the Society of Jesus into their curricula, and especially into the structures and the organization of their schools and universities (Duminuco, 2000). The ICAJE (1986) stated in the *Characteristics of Jesuit Education* (CJE) that “in a Jesuit school, the focus is on education for justice” (§77). Elaborating more on the mission of the Society of Jesus in education, the ICAJE explained that faith that does justice implies the notion of “the justice of God” (§77), which embodies God's concern and care for the poor, the marginalized and outcasts.

Correspondingly, the JCUS (2002) clarified that justice and solidarity go hand-in-hand. The JCUS explained that justice and solidarity mean “practical awareness that only

by working together can the human family meet effectively the challenges of worldwide hunger, ignorance, disease, and violence” (p. 185). In addition, the JCUS further formulated that solidarity included “extending care to those close at hand who have been ignored or abandoned within our society” (p. 185). To carry out the mission of the Society of Jesus, Jesuit academic institutions need to embrace these facts and make an effort, by a strong commitment to justice, to “change the economic, political, and social structures that enslave, dehumanize, and destroy human life and dignity” (p. 185).

To acquire this notion of justice, the ICAJE (1986) explained, a Jesuit university or school needs to integrate within its curriculum and instruction “adequate knowledge joined to rigorous and critical thinking” (§77). Furthermore, the ICAJE indicated that in order for justice issues to be included in the curriculum of Jesuit universities and schools new courses must be added, such as social analysis, ethics and moral values. In addition, faculties of Jesuit universities and schools are encouraged to promote classroom discussions and reflections among their students about social issues, and complement them with “intellectual, moral and spiritual formation that will enable them to make a commitment to service and become agents of change” (§78). Moreover, the JCUS (2002) asserted that both Jesuit universities and schools can provide opportunities for students, faculties, administrators and staff to work for justice and to be in solidarity with the poor in our society through community service, service-learning projects, immersion programs, faculty-student research projects, and collaboration with other institutions.

The JCUS (2002) affirmed that the mission of the Society of Jesus in higher education is embodied in a Jesuit university in two ways. First, the Jesuit university embodies the mission of the Society of Jesus when the university seeks excellence in its

education and the full development of its students and collaborators. Thus, Jesuit education in the university should be recognized by its academic excellence and rigor, in its structure, organization, Jesuit formation, and cultural activities. In addition, the university should be distinguished by the quality of its education, research, teaching and various forms of service to the needs of society and the Church. Second, a Jesuit university embodies the mission of the Society of Jesus by embracing its Jesuit identity.

The JCUS (2002) maintained that for a university to be authentically Jesuit, the university needs to be founded on the Ignatian ideals, be oriented to the mission of the Society of Jesus, and be congruent with the demands and consequences of this mission. Consequently, the Jesuit university will be able to establish its own integrity through a constant and open dialogue with society. Therefore, a Jesuit university and school, based on strong ethical values, open to other world views, and to religious and cultural diversities, will be able to fulfill the demands that its mission requires, and be characterized by its Jesuit and Catholic identity (JCUS, 2002).

In conclusion, the JCUS (2002) stated that Jesuit universities have given an outstanding service to society and the Church, and Jesuit education has been characterized by its esteem for intellectual life from the beginnings of the foundation of the order. Therefore, a Jesuit university and school, rooted in its Ignatian foundations and capable of carrying on the mission of the Society of Jesus, will be equipped to respond to the contemporary needs and challenges of the times, will be able to make meaningful contributions, and will be constantly renewing itself (ICAJE, 1986; JCUS 2002; Kolvenbach, 1986, 1990; SJ, 1995, 2008).

In explaining the mission of the Society of Jesus in education, the JCUS (2002) and ICAJE (1986) provided a set of guidelines to help Jesuits and lay collaborators understand the Jesuit character of education for Jesuit universities and schools. These guidelines can be summarized as follows:

1. Jesuit universities and schools constitute one of the most effective forms of the apostolic activity of the Society of Jesus.
2. Jesuit universities and schools are oriented by the *Characteristics of Jesuit Education*, which serve as a foundation for the contemporary mission of the Society of Jesus in education.
3. Jesuit universities and schools embrace the mission of the Society of Jesus, which is the service of faith and the promotion of justice.
4. The service of faith by the Society of Jesus calls Jesuits and lay collaborators, in Jesuit universities and schools, to a full participation in the evangelization of the Church in the world.
5. Jesuit universities and schools establish a relationship with the universal Church by participating in the life of the local Church.
6. The mission and vision statements of Jesuit universities and schools reflect the mission of the Society of Jesus and Ignatian spirituality.
7. Jesuit education in the university or school is committed to promote the full development and growth of its students.
8. Jesuit universities and schools promote the continual development and professional growth of their collaborators.
9. That the development and growth that Jesuit universities and schools promote may lead all its members to an action of service and attention to those in greater need in our society.
10. Jesuits and lay collaborators assume common responsibilities and leadership in universities and schools to achieve the mission of the Society of Jesus in education.
11. The Jesuit universities and schools serve as centers of dialogue between faith and culture.
12. Jesuit universities and schools are dedicated to promote human dignity from a Catholic-Jesuit faith perspective.
13. Jesuit universities and schools are places of academic excellence, pluralism and mutual respect, where inquiry and open discussions characterized an environment of good teaching, research and professional development.
14. Jesuit education in universities and schools is committed to create a community of companions among Jesuits and lay collaborators sharing a common mission.
15. Jesuit education in universities and schools is committed to the care and the integral development of its students and collaborators. (JCUS, p. 177-187; ICAJE, ¶117-¶129)

These guidelines from the ICAJE (1986) and JCUS (2002) embodied the mission of the Society of Jesus in Jesuit education, to be shared and embraced by both Jesuits and lay collaborators (SJ, 2008). Therefore, Jesuit universities and schools leaders are encouraged to apply them to their universities and schools, and to incorporate them in the formulation of their mission and vision statements.

Jesuit Collaboration With Others

More than ever, Jesuit and lay collaboration has been perceived as an essential factor for the effectiveness of the apostolate of the Society of Jesus today (SJ, 1995, 2008). The mission of the Society of Jesus, namely the service of faith and the promotion of justice, requires team work and collaboration (SJ, 1995, 2008). Today, the Jesuits are facing enormous challenges: to look after the needs of their institutions and apostolates (schools, universities, parishes, centers of spirituality, research centers, and other ministries) and to respond to the social and ecclesial needs of today with fewer members (JCUS, 2008). In response to this challenge, the Society of Jesus (2008) emphasized in the 35th General Congregation the need to promote and to strengthen Jesuit and lay collaboration in all Jesuit works and institutions. The Society stressed the importance of building a partnership of collaboration with men and women who sympathized with and are committed to the mission of the Society of Jesus. This 35th General Congregation clearly stated that Jesuits,

as men sent by the Vicar of Christ ...are led more and more to offer our gifts and to share with others the Good News of the Kingdom. Following the inspiration of the Second Vatican Council, the Society of Jesus has been transformed by a profound movement of the Spirit. Recognizing this, the GC 34 approved the decree, "Cooperation with the Laity in Mission," that both affirmed and encouraged apostolic collaboration, calling Jesuits to cooperate with others in

their projects and in ours. GC 35, reviewing our own life and service to the Church, and noting how the seeds which have been scattered through the inspiration of the GC 34 are yielding a harvest “thirty, sixty, and even hundredfold,” renews our commitment to a apostolic collaboration and to a profound sharing of labor for the life of the Church and the transformation of the world. (SJ, 2008, D 6, ¶2)

It is clear from the 35th GC that Jesuits possess a gift they need to share. This gift is their experience of God, their call and the mission the Church has entrusted to the Society of Jesus. In accordance with the 35th General Congregation this gift is not for the Jesuits to keep. The General Congregation emphasized a clear commitment for the Society of Jesus to collaborate and partner with others in sharing a common work in the Church for the transformation of the world. Moreover, Pope Benedict XVI (2008b) exhorted the Society of Jesus to continue fulfilling the Church’s mission. He stated that

your congregation takes place in a period of great social, economic and political changes, sharp ethical, cultural and environmental problems, conflicts of all kinds, but also of a more intense communication among peoples, of new possibilities of acquaintance and dialogue, of a deep longing for peace. All of these are situations that challenge the Catholic Church and its ability to announce to our contemporaries the Word of hope and salvation. I very much hope, therefore, that the entire Society of Jesus, thanks to the results of your Congregation, will be able to live with a renewed drive and fervor the mission for which the Spirit brought about and has kept it for more than four centuries and a half with an extraordinary abundance of apostolic fruit. Today I should like to encourage you and your confreres to go on in the fulfillment of your mission, in full fidelity to your original charism, in the ecclesial and social context that characterizes this beginning of the millennium. (¶2)

Thus, according to the Jesuit Conference of the United States (JCUS) (2002) the fulfillment of this mission, based on the charism of the Society of Jesus, demands today a partnership in collaboration with the laity. In agreement with the JCUS, the ICAJE (1986) sees an advantage to this apostolic partnership. According to the ICAJE, lay collaborators are “natural interpreters of the modern world” (¶121). As natural interpreters, they are immersed in daily social life, working and struggling to provide for

their families, dealing with problems and solutions in the upbringing of their children, establishing social networks, and sharing their faith and the experience of God in their lives. All these factors, which make up the life of lay collaborators, contribute to a new perspective of life that enriches the apostolate of the Society of Jesus and the service to the Church. In response to the document of the Jesuits' 35th General Congregation, the JCUS (2008) stated that,

all who share a commitment to the mission of the Society of Jesus and labor on its behalf can be considered “apostolic partners”, but the notion admits wide latitude and gradation. It includes those who are active Catholics, have embraced Ignatian spirituality, and view their involvement as a personal ministry. But it also extends in some way to those who contribute to the good of the apostolate with little reference to matters of personal belief. (p. 27)

The ICAJE (1986) and JCUS (2002) elaborated a series of guidelines to aid presidents and administrators of Jesuit universities and schools in promoting Jesuit-lay collaboration. Among these guidelines, the ICAJE and JCUS included the following:

1. To carry out the mission of the university with others.
2. To support the collaboration of the members of the university education community.
3. To seek that the objectives of Jesuit education are reached by common agreements with lay collaborators in the university.
4. To seek that university personnel, at all levels, receive an ongoing formation in Ignatian spirituality.
5. To promote in the university a structure that would allow the fullest possible collaboration of all its members.
6. To make decisions by seeking formal advice from lay collaborators in the university.
7. To keep the members of the educational community informed about the decisions that are made for the university.
8. To maintain the Jesuit identity in the university by promoting a careful selection of personnel.
9. To establish a true partnership among Jesuits and lay collaborators in the university.
10. To seek that the selection of personnel in the university considers hiring men and women interested and capable of understanding Ignatian charism and the mission of the Society of Jesus in education.

11. To continually disseminate the mission statement of the university throughout the broader education community. (ICAJE, ¶115- ¶138; JCUS, ¶1-¶20)

In summary, it is the conviction of the Society of Jesus that Jesuit and lay collaboration in Jesuit universities and schools is founded on strong relationship between Jesuits, administrators, faculty, students, and parents (ICAJE, 1986; JCUS 2002).

Jesuit University President's Role

Jesuits and lay collaborators are assuming positions of leadership and administration at different levels in many Jesuit universities, institutions, and apostolates of the Society of Jesus throughout the world (SJ, 1995). The Society (1965, 1975, 1995, 2008) has emphasized the importance of lay collaboration and the laity's leadership role in the mission of the Church. The Jesuit 31st General Congregation (GC31) encouraged its members to establish professional and spiritual partnerships with lay collaborators:

In the same spirit, in order that a greater respect may be had for the responsibility of laymen in the Church, let the Society examine, whether some works begun by us might be turned over to competent laymen for the greater good of the Church. In all things, we should promote an apostolic brotherhood with the laity, based on the unity of the Church's mission. (SJ, 1965, ¶ 588)

Moreover, the Sacred Congregation of Catholic Education (SCCE) (1982) acknowledged that Catholic schools' success ultimately depends on lay collaboration. For the SCCE, lay collaborators "are called in a special way to make the Church present and active in those places and circumstances where only through them she [the Church] can become the salt of the earth" (¶9). Furthermore, the SCCE explained that part of the lay vocation is to ensure that the people of God will be able to receive the good news of the

gospel helped by their “initiative and creativity, their competent, conscientious and ungrudging contribution” (§9).

Fifteen years later, the SCCE (1997) released the document, *The Presence of the Church in the University and in the University Culture*, in which the Congregation stated that,

the apostolic commitment of the faithful is a sign of vitality and spiritual progress for the whole Church. Developing in university people their consciousness of the duty of apostolate is consistent with the pastoral orientations of Vatican II. At the heart of the university community, faith becomes in this way a legitimate source of new life, and of genuinely Christian culture. The lay faithful enjoy a legitimate autonomy in the exercise of their specificity, but to give it warm support. (Sec. II, no.2, ¶1)

The SCCE strongly believed that the success of Catholic schools and universities in the mission of the Church relies on the presence, work and contribution of the laity. As a result of this, the SCCE recommended that “the whole Christian community must become aware of its pastoral and missionary responsibility in relation to the university milieu” (§8).

In agreement with the SCCE, the Jesuits in the 34th General Congregation (GC 34) (SJ, 1995) maintained that collaboration with laymen and laywomen was an essential part of their “way of proceeding”. The 34th General Congregation envisioned that Jesuits are invited to partnership with lay collaborators as men for and with others, and to share with them these beliefs, their identity and their resources for the service and mission of the Church.

The GC 34 (SJ, 1995) postulated that a partnership between Jesuits and lay collaborators in a Jesuit institution both shared common responsibilities. Furthermore, in the 35th General Congregation (GC 35), the Society of Jesus (2008) stated that,

the leadership of a Jesuit work depends upon commitment for mission and can be exercised by Jesuits or by others. Such leaders must have a commitment to the mission of the Society as realized in the particular work, though they may be of religious or spiritual traditions different from our own. Clarity about the mission of each apostolic work and the respective roles of all parties prevents misunderstandings, promotes greater accountability, and builds teamwork. All those in leadership should understand and affirm these varied responsibilities in order to better able to participate in the discernment and decision making process regarding matters of mission. (D.6 ¶11)

Similarly, the International Commission on the Apostolate of Jesuit Education (ICAJE) (1986) stated that in a Jesuit institution there must be the willingness for both Jesuits and lay collaborators to work together as partners in a mission assuming together a leadership of service. Furthermore, the ICAJE encouraged Jesuits and lay collaborators to embrace a common vision and purpose as they work together for the integral formation of their students and the goals of the Jesuit institution. On these tasks, the GC 35 holds both Jesuit and lay presidents accountable in carrying out the mission of the Society of Jesus (SJ, 2008). Thus, for the Society of Jesus, the role of a Jesuit or lay president in a university or school is critical to this undertaking.

In the *Characteristics of Jesuit Education* (CJE), the ICAJE (1986) described the role of the president of a Jesuit institution to be that of an “apostolic leader” (¶ 139). A president is expected to exercise a leadership of inspiration. The president must be able to promote and share the Ignatian vision to guide the administrators and faculty toward the realization of the mission of the Society of Jesus. In addition to the president’s institutional responsibilities, the president of a university is expected to consider a set of goals to empower the Jesuit character of education in the institution. According to the ICAJE (1986), Jesuit education should include the following goals:

1. To support all the collaborators in the institution.

2. To support the continual professional and spiritual development of all collaborators in the institution.
3. To support the Christian dimension of the institution.
4. To support the development of a common vision in the institution.
5. To support the Ignatian identity in the university.
6. To support the development of the institution's mission.
7. To support the unity of the education community.
8. To support collaboration among the members of the Jesuit institution.
9. To support respect among the members of the education community.
10. To support the participation of each member of the institution to the enhancement of the mission of the Society of Jesus.
11. To support the institution's policy according to the distinctively Jesuit nature of education.
12. To support the Ignatian vision of the institution.
13. To support a teaching-learning environment in the university based on Ignatian pedagogy
14. To support the members of the institution in accordance with their distinct leadership roles.
15. To support the orientations of the mission of the Society of Jesus in higher education. (§96-§153)

With these goals in mind, the ICAJE (1986) intended to outline the foundation of the president's role for a Jesuit university and school. If these goals were taken into account, the presidents would be able to implement the Jesuit character of education based on Ignatian spirituality in their universities and schools. In fact, these goals have enabled presidents of universities and schools to create institutional structures that have enhanced the work of Jesuits and lay collaborators in the realization of the mission of the Society of Jesus (ICAJE, 1986; Kolvenbach, 1986, 1990).

The GC 35 (2008) maintained that the goals and mission of a Jesuit institution can only be achieved by effective leadership. Consequently, the leadership of a president in a Jesuit institution becomes an important factor for the achievement of the mission of the Society of Jesus. The 35th General Congregation proposed that,

the leadership in the Society today is a very demanding ministry. The need for international cooperation, new structures of partnership with others, and heightened expectations of the quality of community life are only some of the

factors that call for new attitudes and new skills in superiors and directors of works at all levels of governance. Specific formation for Jesuits and others in positions of leadership is needed. (SJ, 2008, D5, ¶30)

Similarly, the ICAJE (1986) stated that an important aim in Jesuit education is to develop highly competent leaders. Presidents of Jesuit institutions are expected to have effective leadership skills and promote leadership training for their administrators and faculty. In addition to leadership training, the ICAJE emphasized the need of continuing formation in Ignatian spirituality and the professional development of lay collaborators in Jesuit institutions. According to the ICAJE, this outcome can only be achieved by developing in lay collaborators “qualities of mind and heart that will enable them to work for others and for the good of all in the service of the Kingdom of God” (¶110).

Furthermore, Pope Benedict XVI (2008a), during his visit to the United States, acknowledged that many lay educators have embraced their vocation as witnesses to Christ in their ministry in education. In his acknowledgement, Pope Benedict XVI stated that,

religious education is a challenging apostolate, yet there are many signs of a desire among young people to learn about the faith and to practice it with vigor. If this awakening is to grow, teachers require a clear and precise understanding of the specific nature and role of Catholic education. They must also be ready to lead the commitment made by the entire school community to assist our young people, and their families, to experience harmony between faith, life and culture. (p. 2)

Therefore, presidents in Jesuit universities and schools need to team-up with their collaborators to achieve this undertaking. The Jesuit university presidents can lead their collaborators in joining their resources and efforts to achieve the mission of the Society that is based on faith, commitment, mutual collaboration, leadership and continual professional development (ICAJE, 1986; JCUS, 2002; SCCE, 1997; SJ, 2008).

According to Lowney (2003), the Society has been faithful to its mission and has assumed challenges successfully since its origins. In studying the history of Jesuit leadership development, Lowney (2003) observed that what kept Jesuits succeeding throughout history to the present was a leadership founded on four pillars: self-awareness, ingenuity, love and heroism. Lowney affirmed that these four pillars empowered Jesuits in their creativity, energy and innovation in their work to accomplish the mission of the Society of Jesus. In addition, Lowney explained that these pillars served as principles to empower Jesuits and to equip them to assume the most challenging works of their time, and ultimately to succeed.

Lowney (2003) delineated the following characteristics from the four pillars. The first pillar, based on self-awareness, consists of acquiring a deep understanding of personal strengths, weaknesses, values, and a world view. Barry and Doherty (2002) stated that in the Society of Jesus “Jesuits want to be men who live happily and creatively with the tensions inherent in their spirituality”. They indicated that “they see themselves as called to be companions of Jesus just as the apostles were called” (p. 79). Furthermore, it is fundamental that a Jesuit acknowledge that he is “a sinner, yet called to be a companion of Jesus as Ignatius was” (SJ, 1967, GC 32, D. 2, ¶1). Barry & Doherty (2002) emphasized that,

Jesuits, taking their cue from Ignatius, find the transcendent triune God always at work in the world and try, with the help of God, to work together with God. Thus, when they are true to their Spirituality, they try to find God in all things, in their prayer, in their apostolic activity, even in their play, while, at the same time, trying to keep in mind that God is always greater than any of these. (p. 77)

Subsequently, Lowney (2003) posed that the acquisition of these qualities have led Jesuits, from their origins until now, to know who they are, what they can do, and

what limits they have. Moreover, personal values, faith, courage, and trust in God have taken Jesuits to face the world with a consistent attitude and a strong zeal to save souls. Thus, according to Lowney, “Only a person who knows what he or she wants can pursue it energetically, and inspire others to do so; and only those who have pinpointed their weaknesses can conquer them” (p. 28).

In the second pillar, founded on ingenuity, Lowney emphasized the ability Jesuits have to adapt to all kinds of situations. This ingenuity of Jesuits to adapt to any situation helped them to accomplish their mission more effectively by making the necessary changes and modifications in their ministries. In accomplishing their mission, Lowney noticed that Jesuits needed to be confident, creative, and innovative in order to adapt and respond to the challenges they faced in their ministries. Lowney believed that what made Jesuits so flexible and capable to adapt was founded in the experience of the Spiritual Exercises of Saint Ignatius of Loyola. Lowney affirmed that “Loyola’s Spiritual Exercises installed indifference, freedom from attachments to places and possessions, which could result in inappropriate resistance to movement and change” (p. 31). This made Jesuits, according to Lowney, “totally comfortable in a world that had probably changed as much in their lifetimes as it had over the previous thousand years” (p. 31). Therefore, the experience of freedom acquired by the Spiritual Exercises made Jesuits capable to adapt to any situation and environment and to be courageous in achieving their mission.

In the third pillar, rooted in love and fraternal relationships, Lowney (2003) affirmed that what sustained Jesuit leadership and contributed to their success was the ability of Jesuits to love and to establish fraternal relationships with their collaborators.

He further explained that Jesuits related with their counterparts and collaborators with familiarity, and with a positive, loving and charming way. This type of relationship brought Jesuits and their collaborators together as a community. These relationships rooted in love and fraternal relationships, according to Lowney, made Jesuits successful in their mission and effective in their work.

Lowney (2003) indicated that by exercising a leadership based on love rather than fear, Jesuits were “energized by working with and for colleagues who valued, trusted, and supported them” (p. 32). As a result of this, Lowney affirmed that Jesuits as “leaders face the world with a confident, healthy sense of themselves as endowed talent, dignity, and the potential to lead. They created environments bound and energized by loyalty, affection, and mutual support” (p. 31).

Finally, in the fourth pillar, based on heroism, Lowney stated that Jesuits animated themselves and others through great ambitions. Jesuits were driven in all their works by the Ignatian principle of the *magis* (more). The members of the Society of Jesus, according to Saint Ignatius, must seek the “greater glory of God” in all things (Society of Jesus, 1995). Tellechea-Indígoras (1990) maintained that Ignatius of Loyola was a man with great desires. At the beginning of his conversion, Saint Ignatius read the lives of the saints and felt great desires to do the same or more than what the saints did. As a result, Saint Ignatius felt that no challenge or task would be too daunting for him to accomplish for the greater glory of God (Barry & Doherty, 2002; Ganss, 1991).

In return, Saint Ignatius wanted his men in the Society of Jesus to have great desire for the service and greater glory of God (Society of Jesus, 1996). Tellechea-Indígoras affirmed that these desires set the foundation for Saint Ignatius to embrace the

idea of the *magis* for the Society of Jesus. In accord with the great desires of Saint Ignatius' *magis* and in honoring his charism, the Society of Jesus (1995) affirmed in the 34th GC that,

Jesuits are never content with the *status quo*, the known, the tried, the already existing. We are constantly driven to discover, redefine, and reach out for the *magis*. For us, the frontiers and boundaries are not obstacles or ends, but new challenges to be faced, new opportunities to be welcomed. Indeed, ours is holy boldness, "certain apostolic aggressivity," typical of our way of proceeding. (D. 26, ¶27)

Thus, according to Saint Ignatius of Loyola, Jesuits who desire to give greater proof of their love and commitment to the service of God "will not only offer their persons for the labor, but go further still. They will work against their human sensitivities and against their carnal and worldly love, and they will make offerings of greater worth and moment" (Ganss, 1991, p. 97). For Jesuit educators, Lowney (2003) affirmed that,

the *magis* focused them on providing what was consistently the world's highest-quality secondary education available – one student at a time, one day a time. Regardless of what they were doing, they were rooted in the belief that above-and-beyond performance occurred when teams and individuals aimed high. (p. 34)

In summary, these four pillars of self-awareness, ingenuity, love and heroism endow Jesuits today with the same potential as at the beginnings of the Society of Jesus to continue leading and being successful in their mission entrusted by the Church (Lowney, 2003).

Summary

The Jesuit university embodies the mission of the Society of Jesus based on the service to faith and the promotion of Justice. In its mission, the university seeks excellence in its education and the full development of its students. A Jesuit university is

recognized by its academic excellence and rigor, by its structure and organization, by its Jesuit formation, and its cultural activities. In addition, the university should be distinguished by the various forms of service to the needs of society and the Church. Therefore, a Jesuit university rooted in its Ignatian foundations and capable of carrying on the mission of the Society of Jesus, will be able to make meaningful contributions to the contemporary needs of society and the Church.

Lay collaboration is an essential factor for the effectiveness of the realization of the mission the Society of Jesus. The Society stresses the importance of building a partnership of collaboration between Jesuits and lay men and women who sympathized with the mission of the Society of Jesus. In this partnership, the Society recognizes that the laity enriches the apostolate of the Society of Jesus and enhances service to the Church. Consequently, Jesuits are encouraged to establish a close relationship of collaboration with their lay colleagues and to promote their participation in the university.

In a Jesuit university the role a president is understood as of an apostolic leader. A president is expected to exercise a leadership of inspiration. The president must be able to promote and share the Ignatian vision to all the members of the university. He must guide the administrators and faculty toward the realization of the mission of the Society of Jesus. In addition, presidents must fulfill their institutional responsibilities described by the university policies. Therefore, a president faithful to his leadership role and capable to collaborate with others will be effective and accomplish the mission of the Society of Jesus in a Jesuit university.

Organizational Leadership

In the search to gain better and more successful outcomes, leadership has become an important aspect in organizations, institutions and businesses today (Lowney, 2003). However, the search for effective leadership styles never ends. In the wide range of leadership styles and models offered today, organizations are still seeking the leadership styles that best fit their businesses, institutions and organizations. Consequently, the leadership models available have not yet fully satisfied the needs of those who have applied them (Vaill, 1998).

According to Maxwell (2007), the problem in not finding the best leadership model for institutions and organizations does not rely on leadership models alone. Each leadership model contains its own potential. However, regardless of the leadership model being used by organizations and institutions, the problem originated from the lack of leadership skills and training that people have in an organization or institution. Maxwell affirmed that people are smart and talented in organizations; nevertheless, they can only do so much due to the limitations of their leadership abilities and skills. For Maxwell, if the leader is strong, the organization will be strong. On the contrary, if the leader is weak, the organization is limited. Maxwell suggested that a possible solution is to train and promote the professional development of leaders and their team members. He strongly believed that training and professional development is fundamental for the success of organizations, institutions, and businesses.

In agreement with Maxwell (2007), Kouzes and Posner (2003) affirmed that every individual in an organization, institution or business has leadership abilities. They stated that leadership is not reserved to a few skillful and charismatic men or women, but

leadership is for every individual who can learn to be an effective leader. Kouzes and Posner emphasized that “leadership has no racial or religious bounds, no ethnic or cultural borders” (p. 3). They believed that leaders are everywhere and that they can be found in every organization and institution. Moreover, Kouzes and Posner claimed that training and formation is essential for individuals in institutions and businesses to develop high leadership skills and greater knowledge of organization leadership.

McCauley and Velsor (2004) defined leadership development as the process that improves leadership skills and effectiveness in an individual who is in an organization. According to McCauley and Velsor this process of improving leadership skills and effectiveness are intended to give the leaders and their collaborators a sense of direction, inspiration, and the ability to maintain a strong commitment to the institution.

McCauley and Velsor (2004) affirmed that “individuals can no longer accomplish leadership tasks by virtue of their authority or their own leadership capacity” (p. 21). They believed that, in order for organizations and institutions to meet their needs and goals, they need to consider teamwork as their main approach to leadership. In addition, McCauley and Velsor stated that “individuals and groups need to carry out the leadership tasks together in a way that they may integrate different perspectives, and recognized areas of interdependence and shared work” (p. 21).

In accordance with McCauley and Velsor (2004), Hiller, Day, and Vance (2006) stated that today’s organizations and institutions rely more on teamwork due to complex environments and tensions occurring in the workplace. Hiller et al. affirmed that collective team performance draws people together when sharing common objectives,

plans, responsibilities and leadership in an organization or institution. As a result, the members feel part of the organization or institution and take ownership of their work.

According to Hiller et al. (2006), collective participation requires acknowledgement that a team contributes more to the organization than the capabilities of an individual alone. The logical next step for the organization or institution is to provide orientation, training and continual professional development to all members. However, McCauley and Velsor (2004) argued that orientation, training, and continual professional development would not be as effective if the members of the organization do not integrate their “learnings into a unified sense of purpose and direction” (p. 21). Therefore, according to McCauley and Velsor, by providing the members of an organization with a sense of purpose and direction, the institution will develop a strong workforce that will achieve the goals of the organization based on strong collaborative relationships and leadership.

Hern (2006), supporting McCauley and Velsor (2004), recommended that “leadership must reflect the nature and purpose of the institution and be exercised in conformity with the mission and structure being served” (p. 162). In contrast with McCauley and Velsor, Hern’s recommendation goes one step further in regard to the purpose and the sense of direction that an organization gives to its members. He emphasized that the sense of direction and purpose need to be in accordance with the mission that the organization serves. For Jesuit universities and schools, this sense of direction and purpose is grounded in service to the mission of the Society of Jesus and the Church.

Similarly, presidents in Jesuit universities and schools must be capable of inspiring all their members and bring them together as a team and as a community through the vision and the mission of the Society. By doing so, the president will not only guarantee the quality of education that a Jesuit university is expected to have, but will be able to achieve the goals of the mission of the Society of Jesus in higher education and attain organizational success (Birnbaum, 1990; Bono & Illies, 2006; Hiller et al., 2006; ICAJE, 1986; JCUS, 2002).

In summary, an institution that promotes collaborative leadership, personnel orientation and continuing professional development for its members will be more successful in achieving its goals. Furthermore, leadership, personnel orientation, and continuing professional development must “be exercised in a particular institutional context” (Hearn, 2006, p. 164). According to Hearn, the university context means that each department or school has a particular setting and context where people interact, work and collaborate. Therefore, orientation, training, continual professional development and collaboration need to be contextualized according to the place and setting where it will be implemented within the university context.

Leadership Styles in Higher Education

Studies in higher educational leadership have found that authoritative, collaborative, and delegative leadership were the most common leadership styles frequently exercised by university presidents (Bensimon, 1990; Birnbaum, 1990; Clark, 2003; Hearn, 2006; Neumann and Bensimon, 1990). Consequently, the framework of this study considered these three leadership styles in identifying the perceptions of seven

Jesuit university presidents in México. A detailed discussion of each leadership style follows below.

Authoritative Leadership

A variety of leadership styles are exercised in organizations; however, the structure of the organization is what determines the settings and conditions of the type of leadership style to be implemented (Greenberg & Baron, 2008). For Greenberg and Baron, if an institution has a strong bureaucratic structure, then the setting of the institution will be hierarchical, in which the main leader of the organization determines who gives the orders and who carries them out. For a better understanding of this model Greenberg and Baron provided a set of qualities which disclose an authoritative leadership style in a bureaucratic organization system. According to Greenberg and Baron, an authoritative leadership style in an organization includes the following:

1. The institution's organizational structure is bureaucratic and focused to achieve its end in the most effective manner possible.
2. The formal structures and regulations of the organizations are designed to control the employees' behavior in the institution in a hierarchical manner.
3. Work relationships are based on task mastering, goal achieving and objective standards.
4. The division of labor is distributed according to the employees' special capabilities and professional areas.
5. Decisions are made by those who hold higher positions of authority, and those in lower positions obey and execute the orders.
6. The members of this type of organization understand their affiliation to the institution constitutes a job that offers income, benefits, promotion and a future retirement. Their work is perceived as a permanent lifelong obligation. (pp. 14-15)

A downfall of an authoritative leadership approach, according to Kouzes and Posner (2003) is that high ranking leaders are often tempted by excessive pride and they are often easily seduced by the power and importance of their position of authority.

Another downfall of authoritative leadership approach is bureaucracy. Greenberg and Baron (2008) stated that bureaucracy is based on a rigid authority and a vertical structure which limits and conditions the establishment of horizontal relationships and teamwork. Furthermore, Greenberg and Baron suggested that an authoritative leadership approach and a bureaucratic structure of organization for an institution today would not be the most recommended. This is because the boundaries of those who make the decisions and those who execute them are well delineated and structured, not allowing the executors to take any initiatives nor to be creative as they work to achieve their organizational goals.

Conversely, Clark (2003) asserted that a leadership with authority is leadership exercised by one who has trust from his followers and, occasionally or in rare cases, makes a decision without consulting them to carry out a solution or an action relevant for the well being of an institution and its people. Clark viewed this leadership style in conjunction with a collaborative leadership style. He emphasized that leadership with authority does not include a demanding, abusive and unprofessional approach. Furthermore, this kind of abusive and demanding leadership practice is not acceptable, and would not fit within a leadership category. Consequently, Clark suggested that leadership with authority should be understood as part of a collaborative leadership style in which the leaders is committed to his followers, and has their trust to take initiatives for the well being of the group and the institution in extraordinary situations.

Collaborative Leadership

Agreeing with Clark (2003), Greenberg and Baron (2008) stated that “given the growing popularity of work teams, it is not surprising that many of today’s organizations rely more on teams for their organizational structure” (p. 606). As a result of this,

Greenberg and Baron explained that bureaucratic organizations have moved to team-based organizational structures because this approach calls for “designing organizations around processes instead of tasks” (p. 607), in which team members bring their personal skills and professional expertise to the team or group that is responsible for all aspects of a particular area of the institution. Designing work around processes, according to Greenberg and Baron, means that “autonomous teams are organized in parallel fashion such that each performs many different steps in the work process” (p. 607) instead of one individual doing all the work alone.

Greenberg and Baron (2008), Hiller, Day and Vance (2006) understood collaborative leadership as a relational process in which members of an organization, as a group, share common responsibilities, common objectives, and a common vision and mission for the institution. This type of leadership implies that every member of the group identifies with the organization’s mission, vision statement, and objectives. As a result, every member of the organization assumes leadership responsibilities. The members of an organization feel part of the institution and take ownership and pride in their work.

In addition, Clark (2003) indicated that in a collaborative leadership environment the leader or coordinator of a team must be sure that team members actively participate in decision making processes. Clark believed that deliberation among team members who share common objectives, vision and mission is a sign of strength for an organization. Therefore, in a collaborative system in which decision making processes are carried on by the active participation of the team members, where individuals contribute their

knowledge, skills and expertise, the institution will have more possibilities for success in achieving its goals (Clark, 2003; Greenberg & Baron, 2008; Hiller et al., 2006).

Moreover, Bensimon (1990) stated that collaborative leadership in a university emphasizes individuals' needs and how the organization can respond to those needs. A university with such characteristics would be able to achieve its institutional goals by the active collaboration of all its members. In addition, a teamwork approach would lead to more effective problem solving. Bensimon explained that collaborative leadership in a university context, based on collegiality, builds consensus among its members. The members of the university feel part of the institution and acquire ownership of it. As a result, the members of the university become loyal and committed to the mission and goals of the institution. In sum, Bensimon emphasized that in a university "collegial leaders are more group servant than master, and they are expected to listen, to persuade, to leave themselves open to influence, and to share the burden of decision making" (p. 73).

Maxwell (1999) affirmed in his book, *The 21 Indispensable Qualities of a Leader*, that one of the main qualities of a leader in an institution is the conviction that people come first. Furthermore, Maxwell emphasized that "the measure of a leader is not the number of people who serve him, but the number of people he serves" (p. 62).

Concurring with Maxwell, Greenleaf (1977) stated that a "great leader is seen as servant first, and that simple fact is the key to his greatness" (p.21).

Greenleaf (1977) has made a significant contribution to leadership theory. He described the role of a leader as a servant: one who serves others. Greenleaf's theory of servant leadership is founded on the principle that the leaders are there to serve. He

elaborated that once the leader acknowledges his or her role as servants, he or she will be able to lead based on that notion. Furthermore, Spears (1998) deduced that the foundation of Greenleaf's servant leadership "ought to be based on serving the needs of others and on helping those who are served to become healthier, wiser, freer, more autonomous, and likely themselves to become servants" (p. xx).

Therefore, the foundation of Greenleaf's servant leadership model relies on the leaders' identity as servant and the recognition of the great value of serving others (Spears, 1998). However, Vaill (1998) claimed that Greenleaf's theory of servant leadership did not constitute just another theory of leadership among others. Vaill believed that Greenleaf's concept of servant leadership helped leaders become aware that leadership is not about what kind of service a leader can render, but rather what type of leadership one who serves should exercise.

From another perspective, Kouzes and Posner (2003) suggested that an over-reliance on collaboration can become the downfall for an institution or an organization. Kouzes and Posner (2003) stated that,

collaboration and teamwork are essential to getting extraordinary things done in today's turbulent world. Innovation depends on high degrees of trust. And people must be given the power to be in control of their own lives if they are to accomplish great things. But an over-reliance on collaboration and trust may affect an avoidance of critical decisions or cause error in judgment. (p. 100)

Consequently, an over-reliance on collaboration can drive leaders into not taking responsibility for the type of leadership that the organization requires. Kouzes and Posner affirmed that the leader is responsible for supervising and mentoring the group with whom he or she has been entrusted. Therefore, this approach will help the group to integrate, and have a sense of membership and direction.

For Kouzes and Posner (2003), in the context of education great leaders are great learners. They affirmed that learning takes place when the members of the organization as a group or team are capable of “listening to what their colleagues have to say” (p.100). The leader does not have all the answers or possess all the skills and capabilities. Therefore, according to Kouzes and Posner leaders who are aware that they have much to learn from their teammates and have the ability to appreciate their contribution will be successful in their institutions. In conclusion, leadership based on service and collaboration, in which people come first, opens the door to new possibilities for organizations and institutions to bring their people together with a sense of purpose and direction according to their goals and objectives.

Similarly, in Jesuit higher education the service to the needs of others, in collaboration with those who sympathize with the ideals of the Society of Jesus, is one of the main factors of the mission of the Society of Jesus and the Church (John Paul II, 1990; SJ, 1995, 2008). The ICAJE (1986) stated that “lay-Jesuit collaboration is a positive goal that a Jesuit school [and university] tries to achieve in response to the Second Vatican Council and recent General Congregations of the Society of Jesus” (§118). Furthermore, the ICAJE stressed in the CJE that Jesuit education understands its work and service by the collaboration of lay colleagues and Jesuits based on partnership and “on a spirit of community among teaching staff and administrators, governing boards, parents, students, former students and benefactors” (§117). The Jesuits in the 34th GC affirmed that,

cooperation with laity is a constitutive element of our way of proceeding and a grace calling for individual, communal, and institutional renewal. It invites us to the service of ministry of lay people, partnership with them in mission, and openness to creative ways of future cooperation. The Spirit is calling us as “men

for and with others” to share with lay men and women what we believe, who we are, and what we have, in creative partnership, for the help of souls and the greater glory of God. (SJ, 1995, D. 13,¶360)

Delegative Leadership

According to Greenberg and Baron (2008), the delegation of power or decentralization of decision making can be defined as “the extent to which authority and decision making are spread throughout all levels of an organization rather than being reserved to top management” (p. 590). Greenberg and Baron believed that the decentralization of power from one leader or top leaders allows members of the organization much greater participation. Consequently, the members of the organization make decisions and work toward the achievement of institutional goals and objectives in making the institution more efficient.

However, Greenberg and Baron (2008) emphasized that the effectiveness of an organization not only depends on the amount of decision-making power delegated to some members of an organization, but on their levels of participation. If the institution’s structure is bureaucratic, the delegation of decision-making power will fall only to those who hold management positions. Conversely, if the institution has an organic structure, decision-making power and responsibility rely on teams members. For Greenberg and Baron in organic structures teams are organized in a way in which each member accomplishes different tasks in the work process. Therefore, delegation of power and influence will depend on the context, structure, mission and vision of the organization, and ultimately, on the top leader or group of top leaders in the institution.

Likewise, Clark (2003) stated that a delegative leadership style can become the application of a collaborative leadership style, in which decision-making power and active participation are delegated at different levels. Clark suggested that the application of a delegative style, in a collaborative leadership environment, implies that individuals and groups share common purpose, responsibilities, duties and decision-making power. Furthermore, in a delegative leadership style, individual team members assume leadership in their areas of expertise, promote trust and team\work in their departments, make decisions with the support of their teammates, and are committed to achieve the organization's goals and objectives.

Nevertheless, delegation of power and responsibilities to others does not exempt the top leader or group of top leaders from their duty to follow up on tasks and decisions made. Top leaders are responsible in a delegative leadership model to mentor their followers, to provide training and orientation, to inspire them and guide them in their work, and to plan for the well-being of the institution (Clark, 2003; Kouzes & Posner, 2003; Greenberg and Baron, 2008). Therefore, a top leader or group of top leaders, who delegate decision-making power, must consider the following aspects: (1) that the team members or followers be competent in their field; (2) that they may have knowledge of the reality, situations, problems, needs, direction, and mission and vision of the organization; (3) that they may have good judgment, (4) that they may have trust from their colleagues; and (5) that they would have a sense of ownership in the organization (Clark, 2003; Greenberg and Baron, 2008).

Bensimon (1990) believed that in a delegative leadership style each individual becomes an important piece in an organization. Bensimon asserted that institutions in

which a delegative leadership style is exercised can generate trust and lead organization members to shared individual and group beliefs and meaning toward the creation of a common mission and vision. Such institutions can empower organizational structures to bring their collaborators together, to promote their creativity, and to give them support at different levels in the institution. For Bensimon, university presidents who delegate their power of decision making to their collaborators at different levels, according to the context and needs of the university, will bring a sense of “organizational purpose and reinforcement of institutional culture” (p. 73).

However, there is another side to delegative leadership. Kouzes and Posner (2003) asserted that there are some situations that can weaken a delegative leadership model in an organization or institution, namely: (1) giving more responsibilities to followers than they can handle; (2) delegating responsibilities to those who are not fully prepared to manage them; (3) leaving all responsibility to followers without any mentoring, and (4) lacking of leadership will result in an absence of supervision, a loss of guidance, and loss of purpose and objectivity. Consequently, Kouzes and Posner emphasized that,

people do perform at higher levels when they’re encouraged. Personal recognition and group celebration create spirit and momentum that can carry a group forward even during the toughest of challenges. At the same time a constant focus on who should be recognized and when we should celebrate can turn us into gregarious minstrels. We can lose sight of the mission because we’re having so much fun. Don’t become consumed by all the perks and pleasures and forget the purpose of it all. (p. 100)

In summary, authoritative, collaborative and delegative leadership styles are commonly found in institutions and organizations (Bensimon, 1990; Greenberg & Baron, 2008; Kouzes & Posner, 2003). Their application depends on the main leader or group

leaders in charge of an institution (Greenberg & Baron, 2008; Kouzes & Posner, 2003). Furthermore, the mission and vision for a university should direct the organizational structures and types of leadership in order to achieve their institutional goals (Bensimon, 1990; Hern, 2006; Neumann & Bensimon, 1990).

Clark (2006) proposed that an effective leader must be able to apply different leadership styles in an organization in accordance with the context, needs and dynamism of the institution. Therefore, for a Jesuit university president, the application of a leadership style will depend on the president's perspective of leadership and knowledge of the institutions' context, goals, purpose and direction (Bensimon, 1990; Neumann & Bensimon, 1990). For a Jesuit university or school, leadership effectiveness and success relies on Jesuit and lay collaboration, a collaboration founded on partnership that is motivated and inspired by the mission of the Society of Jesus and Ignatian spirituality (ICAJE, 1986; JCUS, 2002; SJ, 1995, 2008).

Congruency of University Presidents' Perceptions of Leadership Styles

To approach the study of perceptions of Jesuit university presidents' leadership roles and styles in the achievement of the Jesuit mission, it is important to understand how individuals perceive and make sense of their experiences. Bogdan and Biklen (2006) stated that human experience is mediated by interpretation. They affirmed that interpretation comes from people giving meaning to their own experiences. Bogdan and Biklen claimed that meaning-making occurs by the relationships that individuals make of how they see themselves, by the way they see others, and by the way they understand their lives and the world around them. Bernstein, Penner, Clarke-Steward and Roy

(2006) explained that perception is “the process through which messages from the senses are given meaning” (p.105). Bernstein et al. elaborated that people make meaning and interpret their sensations based on previous knowledge, experiences and their own personal understanding of the world.

In line with Bernstein et al. (2006), Bogdan and Biklen (2006) stated that individuals act in a meaningful way by comparing and contrasting themselves with others. They posed that objects, situations and experiences contain no meaning within themselves, but rather individuals make meaning of them. Bogdan and Biklen asserted that the process of meaning-making of individuals is not “an autonomous act, nor it is determined by any particular force” (p. 28); it occurs through interaction and the interpretation of others. On this note, Bogdan and Biklen implied that,

people act, not on the basis of predetermined responses to predefined objects, but rather as interpreters, definers, signalers, and symbol and signal readers whose behavior can only be understood by having other individuals enter into the defining process. (p. 27)

Furthermore, Bogdan and Biklen (2006) suggested that in order to understand the behavior of a particular group or an individual, the researcher must interact with the population he or she is studying. They emphasized that only by entering into the participants’ lives and understanding the meaning they make of their experiences and relationships, the researcher will be able to make a qualified assessment of their behavior.

Bensimon (1990) conducted a study in 32 university and college campuses in the United States to explore the congruency between university and college presidents’ self-perceptions of their leadership styles and the administrative collaborators’ perceptions of their presidents’ leadership styles. The population selected for this study constituted 32 presidents in which eight presidents were from private universities, eight presidents from

state universities, eight presidents from independent colleges, and eight presidents from community colleges. Bensimon searched for universities and colleges with high prestige and diverse geographic locations. In addition Bensimon considered similar rates of enrollment, academic programs, and lengths of presidential terms as part of the selection criteria.

After choosing the 32 participating presidents of universities and colleges, the researcher selected 27 chief academic officers, 28 faculty leaders, and 25 trustees. The data was collected by using semi-structured interviews during the 1986-87 academic year. The congruency of perceptions between the presidents, administrative collaborators, faculty, and trustees was determined by the identification of common leadership styles, and incorporating a comparative qualitative data analysis.

In this study, Bensimon (1990) found that presidents' self-perceptions were influenced by their personal ideas of how a university or college president should act, and how he or she wished to be seen by others. According to Bensimon, the university and college presidents in this study communicated these ideas to their collaborators and members of the university and college community. These ideas were identified in the ways the presidents interacted with their administrators, faculties and students. In contrast with the presidents' personal ideas of what a college president should be like, Bensimon found that in most cases the administrators and faculties of the same universities and colleges frequently did not share the same perceptions as their presidents.

Furthermore, she explained that, when a president described himself or herself as "*first among equals*" he or she was perceived as autocratic and authoritative by his or her collaborators. As a result, Bensimon (1990) proposed that what presidents do is less

important than how others interpret presidential behavior, because “if there is little or no congruence between what the presidents do and how others see them, their actions may not have the intended consequences” (p. 72). On the other hand, when there is congruency in perceptions between presidents and their collaborators, the institutional goals are more likely to be achieved.

In another study, Neumann and Bensimon (1990) conducted research on college and university presidents’ perceptions of their leadership roles from 32 institutions of higher education nationwide. Among the criteria used by the researchers to select the population sample was the diversity in institutional representation of colleges and universities, as well as the geographic locations of the institutions participating in this study. The study included presidents, vice-presidents, trustees, administrators, faculty and student leaders from eight community colleges, eight independent colleges, and eight state colleges. The data for this study was collected in face-to-face interviews using open-ended questions.

In this study, Neumann and Bensimon (1990) found that college presidents and their institutional leaders differed in perceptions about what college organization is and how leadership should be exercised. They stated that the college presidents’ personal perceptions and ideas of organization and leadership focused their attention on certain aspects of the institution and, to an extent, away from others. Furthermore, Neumann and Bensimon indicated that “college presidents’ personal or implicit theories about organizational life and about presidential roles simultaneously guide and delimit what they see, hear, or otherwise sense, and how they interpret their perceptions and how they respond to them” (p. 678). Consequently, these differences of ideas and of perceptions

between college presidents and their institutional leaders will affect the college presidents' interaction with their institutional leaders, with their agendas, work organization, and ultimately, with the way the president carries out his or her job.

Newman and Bensimon (1990) explained that college presidents with different perceptions and understanding of college organization and leadership are more likely to believe that certain leadership approaches to their presidential role are more preferable than others. For a college or university president who understands the college or university organization as a hierarchical structure, in which he or she gives orders and these orders are executed down to the different levels of action, the president will exercise an authoritative leadership style. He or she will understand their institutional leaders and personnel as executors. On the other hand, Neumann and Bensimon claimed that when college presidents understand the institution as an organic structure, where institutional leaders and personnel contribute at different levels and actively participate as part of the institution, they would delegate, empower and acknowledge their institutional leaders and personnel in their work. As a result, Neumann and Bensimon affirmed that presidents will have the opportunity to bring their understanding and organizational schemes toward a solid organic structure.

Neumann and Bensimon (1990) suggested that university and college presidencies are complex in their leadership. They affirmed that the presidency in a university or college does not have a singular or absolute way to be executed, but rather a position of leadership that can be enacted in diverse ways according to the needs and context of each institution. However, according to Neumann and Bensimon, college and university presidents need to be aware that their understanding and enactment of their

leadership roles in the institution influence their relationships with their institutional leaders and personnel, their work environment in the attainment of the institutional goals.

Therefore, university or college presidents can exercise their ability to be effective leaders, among other leaders and colleagues, or detract from connecting and working with others. For Neumann and Bensimon the question that rises after this study is “how presidents currently in office and those who aspire to the position might enhance their overall leadership orientations?” (p. 698). In summary, a greater congruency in perceptions on leadership styles, leadership roles, and a better understanding of the university as an organization can aid presidents and their institutional leaders and personnel to achieve their institutional goals more effectively (Bensimon, 1990; Neumann and Bensimon, 1990).

In an institution where authoritative leadership is exercised the organizational structure is normally bureaucratic and focused in achieving its ends in the most effective manner possible. Decisions are taken by those who hold higher positions of authority, and those in lower positions obey and execute the orders. Bureaucracy is based on a rigid authority and a vertical structure which limits and conditions the establishment of horizontal relationships and teamwork.

On the other hand, a collaborative leadership approach in an institution considers a relational process in which members of an organization share common responsibilities, objectives, and a vision and a mission in the institution. The leader promotes the active participation of the organization members in decision making processes. This type of leadership implies that every member of the group identifies with the organization’s mission and vision statement. Consequently, every member of the organization assumes

leadership responsibilities. The members of an organization feel part of the institution and take ownership and pride in their work.

In a delegative leadership approach an institution extends its authority and decision making at different levels of its organizational structure instead of centralizing the power on a top leader. This approach allows the members of the institution greater participation. As a result, the members of the organization make decisions and work toward the achievement of institutional goals and objectives in making the institution more efficient.

Overall, authoritative, collaborative and delegative leadership styles are commonly found in institutions. The type of leadership approach depends on style of the main leader or group leaders in charge of an institution. Normally, the mission and vision of an institution should direct the organizational structures and types of leadership the organization needs in order to achieve institutional goals. Nevertheless, an effective leader must be able to apply different leadership styles in an organization in accordance to the context, needs and dynamism of the institution.

Congruency of presidents' perceptions of leadership styles and roles was addressed by the theories of Estela M. Bensimon (1990) and Ana Neumann and Estela M. Bensimon (1990). Congruency of perceptions was determined by identifying and comparing university and college presidents' perceptions of their leadership styles and roles to the perceptions of their administrative team members and faculties.

According to Bensimon (1990) university presidents' self-perceptions are influenced by their personal ideas of how they should act, and how they wished to be seen by others. Bensimon indicated that presidents communicated these ideas to their

collaborators. In her research, she found that in most cases the administrators and faculties of universities and colleges studied did not share the same perceptions as their presidents. Bensimon claimed that what presidents do was less important than what administrators and faculties perceived from them. Therefore, if there is no congruence between what the presidents do and what their administrative teams and faculties perceived, the presidents' actions may not lead to the achievement of their intended outcomes. Conversely, when there is congruency in perceptions between presidents and their collaborators, the organizational and institutional goals are more likely to be achieved.

Neumann and Bensimon (1990) found that college presidents and their institutional leaders differed in perceptions about what college organization is and how leadership should be exercised. They stated that the college presidents' personal perceptions and ideas of organization and leadership focused their attention on certain aspects of the institution. Furthermore, Neumann and Bensimon indicated that presidents' personal or implicit theories about institutional organization and their presidential roles simultaneously guide and delimit what they perceive, understand and respond. Consequently, Neumann and Bensimon stated that these differences of ideas and of perceptions between presidents and their institutional leaders will affect the presidents' interaction, the institutional agendas, work organization, and the way the president performs.

Newman and Bensimon (1990) explained that college presidents with different perceptions of institutional organization and their leadership roles will have different leadership approaches to the institution. Consequently, a president who understands the

university organization as a hierarchical structure, in which he orders and these orders are executed down to the different levels of action, he will exercise an authoritative leadership style. Their understanding of the role of their institutional leaders and personnel is of executors. On the other hand, Neumann and Bensimon claimed that when presidents understand the institution as an organic structure, where institutional leaders and personnel contribute at different levels and actively participate as part of the institution, they would delegate, empower and acknowledge their institutional leaders and personnel in their work. As a result, Neumann and Bensimon affirmed that presidents will have the opportunity to bring their understanding and organizational schemes toward a solid organic structure.

In conclusion, Neumann and Bensimon (1990) suggested that university and colleges presidencies are complex in their leadership and organization structures. They affirmed that the presidency in a university does not have a singular or absolute way to implement, but rather a position of leadership that can be exercised in diverse ways according to the needs and context of each institution. However, Neumann and Bensimon claimed that university presidents need to be aware that their leadership impact in their relationships with their institutional leaders and personnel, the university work environment, and the work toward attaining their institutional goals.

Therefore, university or college presidents can exercise their ability to be effective leaders, among other leaders and colleagues, or detract from connecting and working with others. For Neumann and Bensimon, the question that arises from this study is “how presidents currently in office and those who aspire to the position might enhance their overall leadership orientations?” (p. 698). Therefore, a greater congruency in

perceptions on leadership styles, leadership roles, and a better understanding of the university as an organization can aid presidents and their institutional leaders and personnel to achieve their institutional goals more effectively (Bensimon, 1990; Neumann and Bensimon, 1990).

Final Summary

The literature review of this study embodied the concepts of Jesuit mission in higher education, Jesuit collaboration with others, Jesuit university president's role, organizational leadership, leadership in higher education, and congruency of president's perceptions of leadership styles. The mission of the Society of Jesus in higher education is based on the service of faith and the promotion of Jesus. Jesuit universities are distinguished by their academic excellence, faith and Ignatian formation, and service to the social needs where the institution is located. In order to attain these goals, the Society of Jesus has encouraged Jesuits to partner with lay collaborators in Jesuit universities. The Society of Jesus has acknowledged the important contribution of the laity in its institutions to serve the mission of the Church. Therefore, Jesuit university presidents' are persuaded to promote lay collaboration and create organizational structures that enhance their participation in the institution.

Jesuit university presidents, as apostolic leaders, are expected to carry on the mission of the Society of Jesus. The presidents must inspire and guide the members of the university. They are expected to enhance collaboration among the members of the university, and to maintain the Ignatian identity. As administrators, presidents are expected to fulfill their institutional responsibilities described by their administrative role and institutional policies. Therefore, presidents need to be clearly aware of their roles and

their leadership approach to be effective in accomplishing the mission of Society of Jesus in their university.

For a Jesuit university president, his leadership role and style are fundamental to the fulfillment of the mission of the Society of Jesus. The leadership style that a president exercises can determine the effectiveness of his work as president. McCauley and Velsor (2004) affirmed that “individuals can no longer accomplish leadership tasks by virtue of their authority or their own leadership capacity” (p. 21). They believed that, in order for organizations and institutions to meet their needs and goals, they need to consider teamwork as their main approach to leadership. In addition, McCauley and Velsor stated that “individuals and groups need to carry out the leadership tasks together in a way that they may integrate different perspectives, and recognized areas of interdependence and shared work” (p. 21).

In an authoritative leadership approach, institutional power and decision making are held by those in higher positions. The institutional organization is normally bureaucratic and vertical in its structure. The members of the institution obey and execute orders. For a collaborative leadership approach, the members of the institution share common responsibilities, decision making, a common vision and a mission. The group identifies with the institution goals, they take ownership and pride in their work. A delegative leadership approach, considers the decentralization of power from one individual to the active participation in decision making process of other leaders. This approach allows the members of the institution greater participation and collaboration. Overall, the types of leadership approach depend on the ability and skills of the leader and on the organizational structure of an institution. Thus, an effective leader must be

able to apply different leadership styles in accordance with the context and needs of the institution.

In addition, Bensimon (1990) believed that congruency of university presidents' perceptions with their administrative team members and faculties of their leadership roles and styles are relevant to the achievement of institutional goals. Bensimon claimed that if there is no congruency of what presidents do and what their administrators and faculties perceive, the presidents' actions may not achieve their intended outcomes. On the other hand, when there is congruency of perceptions between the presidents and their administrators and faculties, the institutional goals are more likely to be achieved. Consequently, for a Jesuit university president whose duty is the achievement of the mission of the Society of Jesus, congruency of perceptions becomes an important factor of consideration for the fulfillment of this mission.

Furthermore, Neumann and Bensimon (1990) indicated that presidents' personal or implicit theories about institutional organization and presidential roles will guide and delimit what they perceive, understand and respond. They explained that difference in ideas and perceptions between presidents and institutional leaders will affect the presidents' leadership effectiveness in the institution. Therefore, a president who understands the university organization as hierarchical will establish vertical relationships with an authoritative leadership approach. Conversely, if the president understands the university as an organic structure, he will delegate authority to the members of the university at different levels, promote collaboration and teamwork.

Even though Jesuit universities are complex in their structures and organizations, the presidents' leadership roles and leadership styles are relevant to the achievement of

institutional goals and the mission of the Society of Jesus. Congruency of perceptions among presidents and their administrative teams and faculties set the stage for a close collaboration, dialogue and teamwork among Jesuits and laity. Jesuit presidential leadership, therefore, become a relevant factor for the effectiveness of the Society of Jesus mission. Following this literature review, chapter III will describe in detail the methodology used for this research study.

CHAPTER III

METHODOLOGY

Restatement of the Purpose

The purpose of this study was to identify the self-perceptions of seven Jesuit university presidents in México in regard to: (1) their leadership roles; (2) their knowledge of the Jesuit mission of higher education; (3) the extent their leadership styles promote to the Society of Jesus' mission in higher education; (4) their collaboration with others in their universities, and 5) their leadership styles. In addition, the researcher studied the perceptions of the administrative teams and faculties of these seven Jesuit universities in regard to the above categories, as they relate to their presidents. Subsequently, the perceptions of the presidents and their administrative teams and faculties were compared for congruency. This chapter presents the methodology utilized for this study.

Overview

This chapter is organized to explain the methodology used in this study. Further it will cover the research design and methodology, sample population, instrumentation, data collection and analysis as shown in Figure 2.

Research Design and Methodology

The research design for this study utilized a mixed methodology. The first phase of this research employed a researcher-designed survey on-line in two versions one in English and one in Spanish: The *Presidents' Jesuit Education and Leadership Survey*

(*PJELS*) (Appendixes A & B) and the *Administration and Faculty Jesuit Education and Leadership Survey (AFJELS)* (Appendixes C & D).

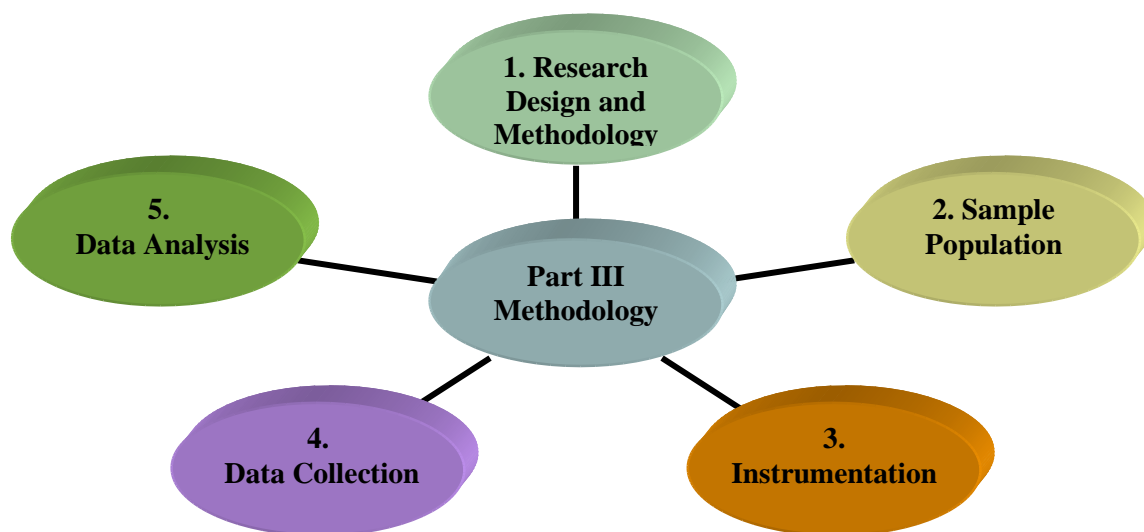


Figure 2. Organization of Part III

In the second phase of the study, the researcher conducted a series of individual interviews using a standardized, open-ended interview guide in two versions (Patton, 2002): The *Jesuit University Presidents Interview Guide (JUFIG)* (Appendixes E & F) and the *Jesuit Administrative and Faculty Interview Guide (JAFIG)* (Appendixes G & H).

The researcher-designed surveys (Appendix A & C) and the standardized open-ended interview guides (Appendixes E & G) used for this study were originally written in English and were then translated into Spanish (Appendixes B, D, F & H) as the participants were Spanish speakers. In addition, the researcher provided written documentation in the participants' language, including the invitation to participate in the research project (Appendix I), instructions on how to access and complete the surveys online (Appendix J), invitation to participate in face-to-face interviews (Appendix K), an interview consent form (Appendix L), participant's Bill of Rights (Appendix M), second

participants' wave invitation letter (Appendix N), and third participants' wave invitation letter (Appendix O).

Sample Population

The study was conducted at the seven Jesuit universities of the Mexican Province of the Society of Jesus. The Jesuit universities in México participating in this study were:

1. Universidad Iberoamericana, Tijuana (UIA-Tijuana)
2. Universidad Iberoamericana, Torreón (UIA-Laguna)
3. Instituto Tecnológico de Estudios Superiores de Occidente, Guadalajara (ITESO)
4. Universidad Iberoamericana, León (UIA-León)
5. Universidad Iberoamericana, México City (UIA-México)
6. Universidad Iberoamericana, Puebla (UIA-Puebla)
7. Universidad Loyola Del Pacífico, Acapulco (ULP-Acapulco)

Figure 3 maps the locations of the Jesuit universities in México in the order they are listed above. The universities are represented in geographical order.



Figure 3. Map of Jesuit Universities in México.

The numbers begin with the first university from the Northwest part of México down to the South. The Jesuit universities in México vary in size and population. Table 2 illustrates demographic information of the seven Jesuit universities in México. The vertical column on the left lists the Jesuit universities in México. The horizontal cells represent the number of undergraduate students and the number of post-graduate students, which includes both master and doctoral students, and number of full-time and part-time faculty. The administrative collaborators in the table include university provost, vice presidents, deans, department chairs, and program directors.

Table 2

Statistics of Jesuit Universities in México as of 2007

Jesuit University	No. Under-Graduate Students	No. Post-Graduate Students	No. Full-Time Faculty	No. Part-Time Faculty	No. Administrative Collaborators
UIA-México	10,026	776	380	1,675	577
ITESO Guadalajara	7,419	708	269	589	882
UIA León	2,210	148	96	415	92
UIA Puebla	4,076	547	153	953	126
UIA Laguna	1,475	414	86	289	63
UIA Tijuana	1,024	237	49	12	54
ULP Acapulco	625	187	8	191	30
Total	26,855	3,017	1,041	4,124	1,824

Note: Patricia Hernandez (2007), Secretary of the Education Area of the Mexican Province (Personal Communication Data).

The sample population participating in this study consisted of 427 consenting adults. All the participants were of Mexican origin and Spanish speakers. Participants were professionals and collaborators in Jesuit universities in México and served as presidents, senior administrators, administrators, and part-time and full-time faculty. Participants in this study included lay male presidents (N=2), Jesuit male presidents (N=5), lay males (N=193) females (N=157). No further qualifications were considered for the selection of this sample. Another characteristic of the seven Jesuit universities in México was that the UIA-Tijuana and ULP-Acapulco campuses have lay presidents.

Table 3 demonstrates the equivalences of the Jesuit universities of México administrative and faculty positions to the United States Jesuit university system.

Table 3

Equivalences of the President, Administrative and Faculty Positions in Jesuit Mexican Universities Used in This Study in Relation to the United States Jesuit University System.

Level	Jesuit Universities in the United States	Jesuit Universities in México
I	PRESIDENT	RECTOR
II	SENIOR ADMINISTRATION	DIRECTIVOS DE PRIMER NIVEL
	Senior Administrators	Directivos de Primer Nivel
	Provost	Dirección General Académica
	University Vice-presidents	Direcciones Generales
	Deans of Schools	Jefes de Departamentos / Directores
III	ADMINISTRATORS	DIRECTIVOS DE SEGUNDO NIVEL
	Department Chairs	Coordinadores de Carrera
	Program Directors	Coordinadores de Programas
	Committee Coordinators	Equipos
IV	FACULTY	PROFESORES
	Full-time Faculty	Profesores de Tiempo Completo
	Part-time	Profesores de Medio Tiempo

The first column demonstrates the titles of positions of university presidents, administrators and faculty members held in Jesuit universities in the United States in English. The second column represents their equivalent position in Jesuit universities in México in Spanish. Horizontally, the table delineates four levels. Level one illustrates the university presidents' positions. Level two focuses on senior administration. Level three lists department and program administrators' positions. The fourth level contains the faculty positions.

Recruitment Procedure

To access the population sample for the study, the researcher acquired the authorization and cooperation of the provincial of the Mexican province, the provincial's assistant in the area of education, and the seven Jesuit university presidents of México. The provincial was contacted by e-mail (Appendix P) and a meeting was arranged to discuss the study. The provincial agreed and extended a letter of authorization to the researcher (Appendix Q). Subsequently, the provincial referred the researcher to his assistant for education for help in contacting the university presidents.

The researcher contacted the provincial's assistant for education by e-mail to explain the details of the study (Appendix R). The provincial's assistant agreed to support the researcher and sent an e-mail to the seven Jesuit university presidents to invite them to participate in the research. In a period of two weeks, the researcher received the responses of the seven Jesuit university presidents of México by e-mail. They stated their desire to participate, and requested more information about the study. The researcher then sent the Jesuit university presidents a second e-mail with an attached letter (Appendix S) to provide them with more information on the study. To formalize their agreement, they

were asked to write a consent letter (Appendix T) authorizing the researcher to conduct the study in their universities. The consent letters were received by mail and archived.

The researcher planned a three-wave process to contact the participants that had been sent an invitation (Appendixes I, N & O). Fortunately, the majority of participants responded promptly to the researcher's first invitation. For those participants who had not yet responded, the researcher sent them a second and a third invitation by e-mail to complete the process. After the third attempt in contacting the participants who had not responded, the researcher assumed that they were not interested in taking part in the study and did not send any further notices. A total of 68 participants of the 427 did not respond to the invitation to participate in the survey.

Subject Consent Process

From the selected Jesuit universities' websites, the researcher acquired a list and contact information of the senior administrators, administrators, and full-time and part-time faculty. The participants were selected and put into groups with the assistance of a table of random numbers. After the participants were selected, they were invited to take part in the study. Those interested were asked to give their consent by replying to the researcher's invitation e-mail (Appendix I). Upon the receipt of the participants' consent, the researcher sent a second e-mail with instructions on how to complete the survey online (Appendix J). At the end of the survey, participants were invited to participate in follow-up interviews. The researcher asked them to express their consent and to provide their contact information to schedule an appointment.

First Phase of the Study

The sample population participating in the PJELS for the first phase of the study were seven Jesuit university presidents (N=7) in México. The AFJELS was administered to 210 administrators (n= 210) and 210 full-time and part-time faculty members (n=210) at each of the seven Jesuit universities in México. Therefore, a total of 427 participants (N= 427) comprised the sample population for the first phase of this study. This sample comprised three groups as illustrated in Table 4.

Table 4

Distribution of Population Sample for the First Phase of the Study.

Group	Participants	Number of Participants per University	Total Number of Participants for the Seven universities
I	University Presidents		
	Jesuit Presidents	1	5
	Lay Presidents	1	2
	Total Presidents		7
II	Administrative Collaborators		
	Senior Administrators	15	105
	Administrators	15	105
	Total Administrative Collaborators		210
III	Faculty		
	Part-time	15	105
	Full-time	15	105
	Total Faculty		210
	Total Population Sample for First Phase of Study		427

The first group consisted of Jesuits and lay university presidents. The second group was comprised of first and second level administrative teams of each Jesuit university from México. The first level of administrators included the Senior

Administrators (Provost, Vice-Presidents, and Deans of Schools) as a group. The second level of administrators incorporated Department Chairs, Program Directors, and Committee Coordinators. The third group represented full-time and part-time faculty.

The researcher randomly selected 15 Senior Administrators (n=15) and 15 Administrators (n=15) from each university's administrative directory website, for a total of 210 administrative collaborators (N=210). Additionally, 15 part-time faculty (n=105) and 15 full-time faculty (n=105) were randomly selected from each university's faculty directory website. A total of 210 faculty members were selected for the study.

Second Phase of the Study

The second phase of this research design involved face-to-face interviews, using a standardized open-ended interview guide (Patton, 2002) in two Spanish versions: The *Jesuit University Presidents Interview Guide* (JUFIG) (Appendixes E & F) and the *Jesuit Administrative and Faculty Interview Guide* (JAFIG) (Appendixes G & H). A sample of four presidents (N=4) were selected to participate in face-to-face interviews. The researcher randomly selected two Jesuits (n=2) and two lay presidents (n=2). The two lay presidents were asked to participate as a *convenience sample* (Patton, 2002). Its purpose was to find if there were any significant differences in perceptions between Jesuit and lay presidents.

At the end of the AFJELS survey (Appendixes C & D), administrative collaborators and faculty from the selected universities were invited to participate in face-to-face interviews as part of the second phase of this study. The researcher randomly selected two senior administrators (n=2) and two faculty members (n=2) from those who

agreed to participate in interviews and belong to the Jesuit university where the president was interviewed. A total of eight senior administrators (n=8) and eight faculty members (n=8) were asked to participate in face-to-face interviews. Table 5 displays the distribution of the sample population who participated in face-to-face interviews for the second phase of this research study.

Table 5

Total of Participants in Face-To-Face Interviews From Four Participating Universities

Characteristics	Gender	Participants	Total
Jesuit	Male (2)	President	2
Lay	Male (2)	President	2
Lay	Male (4) / Female (4)	Senior Administrators	8
Lay	Male (4) / Female (4)	Faculties	8
		Total	20

For face-to-face interviews, the researcher met with each participant at a convenient time and place. The participants were notified in advance that the interview would be recorded. At the time of the interview, the researcher reviewed with the participants the interview consent form (Appendix L) and provided each of them a copy of their Bill of Rights (Appendix M). Each participant signed the consent form agreeing to its terms. The participants were informed that they could decline to answer any question in the interview at any time. They were assured of confidentiality and informed that their records were going to be kept in a safe place and secured. The researcher notified the participants that there was no direct benefit, compensation, costs, and any expense or reimbursement for their involvement in the study.

Instrumentation

Two data collection instruments were employed for this study. The first instrument used for this study was a researcher-designed survey on-line in two versions: 1) The *Presidents' Jesuit Education and Leadership Survey (PJELS)* in English (Appendix A) and in Spanish (Appendix B); and 2) the *Administration and Faculty Jesuit Education and Leadership Survey (AFJELS)* in English (Appendix C) and in Spanish (Appendix D). The second instrument applied in this study was a researcher-designed standardized open-ended interview guide (Patton, 2000) in two versions: 1) The *Jesuit University Presidents Interview Guide (JUFIG)* in English (Appendix E) and in Spanish (Appendix F); and the *Jesuit Administrative and Faculty Interview Guide (JAFIG)* in English (Appendix G) and in Spanish (Appendix H).

Section I of the *PJELS* and *AFJELS* addressed the presidents' leadership role. This section contained 14 items in the survey which described the presidents' leadership role in accordance to the ICAJE (1986). These items were drawn the following:

1. To support all collaborators in the university.
2. To support Christian inspiration of the university.
3. To support the Ignatian identity of the university.
4. To support the development of a common vision in the university.
5. To support the development of the university's mission.
6. To support the unity of the education community in the university.
7. To support collaboration among the members of the education community.
8. To support respect among the members of the university.
9. To support the abilities of each member of the university in regard to the mission of the Society of Jesus.
10. To support the university policy according to the distinctively Jesuit nature of education.
11. To support the Ignatian vision of the university.
12. To support a teaching-learning environment in the university based on Ignatian pedagogy.
13. To share responsibilities with my collaborators according to their distinct leadership roles in the university.

14. To support the orientations of the mission of the Society of Jesus in higher education. (¶96-¶153)

Presidents, administrators and faculties were asked in this section to rank the presidents' leadership role in the university using a likert-like scale based on five levels of agreement. The ranking scale ranged from one (Strongly Disagree) to five (Strongly Agree).

In section II of the *PJELS* and *AFJELS* the focus was on Jesuit collaboration with others. This section contained 10 items related to the guidelines that ICAJE (1986) and JCUS (2002) elaborated to aid presidents in Jesuit-lay collaboration. These guidelines were used in developing survey questions and included the following:

1. I carry out the mission of the university with others.
2. I promote collaboration within the education community of the university.
3. I seek that the objectives of Jesuit education are reached by common agreements with my collaborators in the university.
4. I seek that university personnel, at all levels, receive an ongoing formation in Ignatian spirituality.
5. I promote in the university a structure that allows the fullest possible collaboration of all its members.
6. I make decisions only after receiving formal advice from my collaborators in the university.
7. I keep all members of the educational community informed about the decisions that are made for the university.
8. My relationship with Jesuits and lay collaborators in the university is with companions who share a common mission.
9. I strive for the hiring of men and women in the university who are capable of understanding Ignatian charism and the mission of the Society of Jesus in education.
10. I continually disseminate in a variety of ways the mission statement of the university throughout the broader education community. (ICAJE, ¶115- ¶138; JCUS, ¶1-¶20)

Presidents, administrators and faculties were asked in this section to rank the presidents' performance in collaborating with others using a likert-like scale based on five levels of frequencies. The ranking scale ranged from one (Never) to five (Always).

Section III of the *PJELS* and *AFJELS* contained 13 items relating to the Jesuit mission in higher education. These guidelines which were elaborated by ICAJE (1986) and JCUS (2002) assisted Jesuits and the laity to understand the Jesuit character of education in Jesuit universities and schools. These guidelines were use in developing survey questions and included the following:

1. Jesuit universities constitute one of the most effective forms of apostolic activity of the Society of Jesus.
2. Jesuit universities are based on the Characteristics of Jesuit Education which serve as foundation for the contemporary mission of the Society of Jesus in education.
3. The mission of the Society of Jesus can be defined as the service of faith and the promotion of justice.
4. The service of faith in the Society of Jesus calls for participation in the evangelization of the Church.
5. A Catholic university establishes a relationship with the universal Church by participating in the life of the local Church.
6. Our university has a clear mission statement that is consistent with the mission of the Society of Jesus.
7. The orientation of university personnel includes discussions of the university's mission statement.
8. The senior administrators of the university ensure the implementation of the mission statement through regular reviews of their collaborators' performance.
9. Jesuit education is committed to promote the development of the whole person in this university.
10. In this university Jesuit education promotes the continual professional growth of its collaborators.
11. The development that this Jesuit University promotes should lead its members to an action of service and attention to those in greater need in our society.
12. In our university, both Jesuits and lay collaborators assume common responsibilities and leadership to achieve the mission in education of the Society of Jesus.
13. The university serves continually as a center of dialogue between faith and culture for all the education community.

Presidents, administrators and faculties were asked in this section to rank the presidents' knowledge of Jesuit mission in higher education using a likert-like scale based on five levels of agreement. The ranking scale ranged from one (Strongly Disagree) to five (Strongly Agree).

Section IV of the *PJELS* and *AFJELS* identified the presidents' leadership style.

This section contained 30 items based on three leadership styles: Authoritative, Collaborative and Delegative. The items were developed based on the guidelines of the ICAJE (1986), JCUS (2002) and the leadership theories used in the leadership styles section of the literature review of this study. The items representing the three leadership styles used in developing survey questions included the following:

1. I retain the final decision in the university.
2. I try to include others when making decisions in the university.
3. I seek advice from my collaborators to reach a decision when a major issue arises in the university.
4. I do not consider suggestions made by my collaborators in the university.
5. I ask for my collaborators' ideas and input on upcoming plans and projects in the university.
6. I must have the general consensus of my administrative collaborators to make a decision.
7. I tell my collaborators what has to be done and how to do it.
8. I call a meeting to get my collaborators' advice when face with a challenge or when I need a strategy to keep a project running.
9. I keep the education community informed about issues that arise in the university.
10. I call the persons who make mistakes to my office to correct them personally.
11. I seek to create a community environment of the university in which my collaborators can identify with and take ownership of the university.
12. I allow my collaborators in the university to determine what needs to be done and how to do it.
13. I do not allow my new collaborators to make any decisions in the university, unless I approve them first.
14. I ask my collaborators for their vision of the university. When appropriate, I share their visions with the senior administrators and governing board members of the university.
15. I believe that my collaborators know more about the work in the university than I do; so, I allow them to carry out the decisions they need to make in order to do their jobs.
16. I indicate to my collaborators when a procedure is not working correctly; then, I establish a new one.
17. I allow my collaborators to set priorities in the university with my guidance.
18. I delegate tasks to my collaborators and allow them the freedom to implement new procedures in the university.
19. I closely monitor my collaborators to ensure that they are performing correctly in the university.

20. I closely work with my collaborators to solve problems when differences in role expectations arise in the university.
21. I believe that every individual in the university is responsible for defining his/her job.
22. I like the power that my leadership position holds over my subordinates in the university.
23. I like to use my leadership power in the university to help my collaborators grow in all dimensions in the university.
24. I like to share my leadership authority with my collaborators in the university.
25. I believe that my collaborators must be threatened with some kind of penalty in order for them to achieve their organizational objectives in the university.
26. I believe that my collaborators must exercise self-direction, if they are committed to their objectives in the university.
27. I believe that my collaborators are capable and have the right to determine their own organizational objectives in the university.
28. I believe that my collaborators in the university seek security in their jobs.
29. I believe that my collaborators are capable of using their creativity and knowledge of the institution to solve organizational problems in the university.
30. I believe that my collaborators can lead themselves in the university just as well as I do.

Presidents, administrators and faculties were asked in this section to rank the presidents' leadership performance in their universities using a likert-like scale based on five levels of frequencies. The ranking scale ranged from one (Never) to five (Always).

Finally, Section V of the *PJELS* and *AFJELS* collected the demographic information of the participants. This section considered participants' age and clerical status (lay, Jesuit, and religious). In addition, participants were asked if they had knowledge of the Jesuit mission, Ignatian pedagogy, and Jesuit charism. Participants were asked if they had received training in Jesuit education. Furthermore, participants were asked if they had collaborated in other Jesuit universities and time collaborating in Jesuit universities. Participants were asked for their time collaborating in their present position, time collaborating in higher education, and religious practice (Catholic, Non-practicing Catholic and Other).

The instruments were designed in English and then translated by the researcher into Spanish. The translations considered the participants' cultural and language factors (Bogdan & Biklen, 2007; Creswell, 2003/2005; Johnson & Christensen, 2004; Patton, 2002). In addition, translations in Spanish were used for the following documents utilized for the study: (1) participants' invitation letter to participate in the research (Appendix I), (2) participants' instructions to access and complete the surveys on-line (Appendix J), (3) participants' notification to participate in face-to-face interviews (Appendix K), (4) participants' interview consent form (Appendix L), (5) participants' Bill of Rights (Appendix M), (6) second wave participant's invitation letter (Appendix N), and (7) third wave participants' invitation letter (Appendix O).

The purpose of the surveys and face-to-face interviews was to identify the self-perceptions of seven Jesuit university presidents in regard to following categories: 1) leadership role; 2) collaboration with others; 3) knowledge of Jesuit mission in higher education, and 4) leadership styles. Table 6 illustrates how the researcher-designed on-line survey responds to the research questions of this study. Column one indicates the individualize sections of the survey. Column two contains header categories of each section of the survey. Column three represents the research question being addressed. Columns four and five specify the items contained in the categories for the president's survey (*PJELS*) and administrative and faculty survey (*AFJELS*).

The researcher's standardized open-ended interview guides (Patton, 2002), the *Jesuit University Presidents Interview Guide (JUFIG)* (Appendixes E & F), and the *Jesuit Administrative and Faculty Interview Guide (JAFIG)* (Appendixes G & H), consisted of a set of questions developed in advance, carefully worded and arranged with

the intention to lead each respondent through the same sequence and to ask each participant the same questions (Creswell, 2003/2005; Patton, 2002).

Table 6

<i>Distribution of Survey Instrument</i>				
Section	Categories	Research Questions	Presidents' Survey Items	Administrative & Faculty Survey Items
I	Leadership Role	1, 3, 5	1-14	1-14
II	Collaboration with Others	4, 5	1-10	1-10
III	Knowledge of Jesuit Mission in Higher Education	2, 3, 5	1-13	1-12
IV	Leadership Styles	1, 3, 5	1-30	1-30
V	General Demographic Data of Participants		1-18	1-18

This was to ensure that the same basic lines of inquiry were pursued with each person interviewed (Creswell, 2003/2005; Patton, 2002). The purpose of the interviews in this study was to add more depth and meaning to the data collected from the surveys and to further answer the research questions.

Section I of the researcher designed interview guides, the *JUPIG* and *JAFIG*, gathered participants' general information in regard to their present job position, work experience in Jesuit universities and schools. Section II collected the presidents' knowledge in regard to the Jesuit mission in higher education, Ignatian charism, Jesuit education and Ignatian pedagogy. Section III focused on the presidents' leadership role and style. Section IV addressed presidents' collaboration with others. Section V collected the presidents' perception of the university as an organization. Section VI considered participants' additional comments, and other questions that rose during the interview.

Table 7 illustrates the distribution of the items of the standardized open-ended interview guides, the *JUPIG* and *JAFIG* versions, utilized for this study to answer the research questions. Column one displays the individual sections of the interview guides.

Table 7

Distribution of Standardized Open-Ended Interview Guide

Sections	Categories	Research Questions	President's Interview Items	Administrative & Faculty Interview Items
I, VI	Participants General Information		1-3	1-3
II, VI	Knowledge of Jesuit Mission in Higher Education	2, 3, 5	1-6	1-6
III, VI	Presidents Leadership Role and Style	1, 3, 5	1-8	1-8
IV,V, VI	Collaboration with Others	4, 5	1-5	1-5

Column two delineates the categories contained in the interview guides. Column three indicate the research questions addressed by the category of the interview guide.

Columns four and five specify the items contained in the categories for the presidents' interview guide (*JUPIG*) and the Administrators and Faculty (*JAFIG*) versions.

Validity

The researcher established the validity of the data collection instruments and documents utilized for the study by a group of 13 competent professionals (Appendix U). The validity of the data collection instruments and documents included the English and Spanish versions of the *PJELS* (Appendixes A & B) and the *AFJELS* (Appendixes C& D) on-line surveys; the validity of the English and Spanish versions of the *JUPIG* (Appendixes E & F) and the *JAFIG* (Appendixes G & H) interview guides. In addition to

the validity of the surveys and interview guides, other documents were validated in their Spanish and English translations. This documents included: The participants' invitation letter (Appendix I); instructions to access the surveys on-line (Appendix J); the interview consent form (Appendix L); the Participants' Bill of Rights (Appendix M); the participants second wave invitation letter (Appendix N), and the participants third wave invitation letter (Appendix O).

Validity of the English Version of the Surveys

To establish the validity of the English version of the researcher-generated surveys, the *PJELS* and the *AFJELS*, a panel of nine professionals (Appendix U) were asked to evaluate the survey instruments. This panel was composed of educational experts in the field of Jesuit secondary and higher education who had knowledge of and work experience in Jesuit education. The selection criteria of the validity panel included experience in Catholic education, knowledge of Jesuit education, knowledge of the Society of Jesus mission, and leadership experience.

The researcher contacted the selected educational experts by e-mail to invite them to be part of the validity panel (Appendix V). In this e-mail, the researcher asked them for their assistance to evaluate the survey's English version. Upon their acceptance, the researcher sent them a second e-mail with instructions, the URL link to the surveys and an evaluation forms (Appendixes W) for each survey version. The validity panel members reviewed the construct, face, criterion, and content validity of the English surveys on-line (Appendixes X & Y). The length of time that the validity panel members took to complete the survey ranged from 10 to 15 minutes. The panel confirmed that the

surveys assisted the researcher in understanding Jesuit university presidents' self-perceptions of their leadership roles and styles. They affirmed that the items from each section measured Jesuit university presidents' leadership roles, the presidents' ability to collaborate with others, the presidents' perspective on the Jesuit mission in higher education, and the presidents' leadership styles.

The panel suggested that the researcher correct some grammar and spelling errors which appeared in some items. Additionally, the panel recommended that the researcher clarify the instructions of the survey's cover letter and reword two items from the fourth section of the survey which were unclear. The researcher followed through on these changes. No further suggestions were made.

Validity of Spanish Versions of the Surveys

To establish the validity and to confirm the translation of the Spanish versions of the *PJELS* and the *AFJELS* surveys, the *JUPIG* and *JAFIG* interview guides, and invitation and consent letters, the researcher invited a group of four competent professionals (Appendix U). The selection criteria for this second validity panel included fluency in English and Spanish, experience in Catholic education, knowledge of Jesuit education and the mission of the Society of Jesus, and personal leadership experience. This group was divided into two sub-groups. One sub-group of two professionals conducted the validity of the surveys in Spanish and their correspondence to the English version. The second sub-group of two professionals validated the Spanish interview guides, the participants' invitation letters, the participants' Bill of Rights, instructions and consent letters used for this study.

The first sub-group of validity panel members endorsed the face, construct, criterion and content validity of the surveys in Spanish and the correspondence of the translation between English and Spanish versions of the surveys (Appendixes Z & AA). As with the Spanish version of the *PJELS* and the *AFJELS* surveys, the length of time it took the validity panel members to complete the survey ranged from 10 to 15 minutes. The validity panel members confirmed that the Spanish surveys were accurately translated. The panel members confirmed that the items from each section accurately measured Jesuit university presidents' knowledge of their leadership roles, presidents' ability to collaborate with others, the president's knowledge of Jesuit mission in higher education, and the presidents' perceptions of their leadership styles. The panel suggested that the researcher correct some grammar and spelling errors in the Spanish versions which appeared in some items. The grammar and spelling errors were corrected accordingly. No further suggestions were made. To formalize the certification of the Spanish translation of the surveys, the validity panelists in sub-group one sent a letter of verification to the researcher (Appendixes BB).

The second sub-group of validity panel members endorsed the face, construct, criterion and content validity of the Interview guides (Appendixes E, F,G, & H); participants' invitation letter (Appendix I); participants' notification to participate in face-to-face interviews (Appendix K); participants' consent form (Appendix L), and Bill of Rights (Appendix M). The second sub-group of validity panel members endorsed the language and cultural congruency of the Spanish translations of the instruments and documents. The panel further confirmed the face, construct, criterion and content validity of the instrumentation by sending a letter of verification to the researcher (Appendix CC).

In addition, the validity panel sub-group two certified that the Spanish interview guides and instruments used for the study were both comprehensive and linguistically appropriate. The validity panelists expressed satisfaction that the instrumentation used for the study conveyed professionalism and care for both the participants and the universities. They believed that the study would make a valuable contribution to the field of higher education. The panel members suggested that the researcher correct some grammar and spelling errors that they found in the Spanish versions of the interview guide. These recommendations were followed. No further suggestions were made.

Reliability

To establish the reliability of the researcher-generated on-line surveys, the researcher employed a test-retest of the English version of the *PJELS* and the *AFJELS*. A reliability panel was established with eight Jesuit university presidents (N=8) from the United States Jesuit Assistancy, three professors (N=3), three administrators (N=3), and six senior administrators (N=6) from the University of San Francisco. This population closely resembled the population which was used for the study.

The researcher sent invitations by e-mail (Appendix DD) to those participating in the reliability study of the survey. In the invitation, the participants were informed about the study, its purpose and of the test and re-test phases of the surveys. After they had accepted the invitation, the researcher sent each participant an e-mail with instructions and the URL links of the *PJELS* and *AFJELS* surveys for self-administration on-line (Appendix EE). The re-test of the surveys was held two weeks after the first test. The

reliability participants received a second e-mail with the same instructions and the URL links of the surveys for the re-test.

To assess the reliability of the surveys, a paired-samples *t-test* was conducted. The results of the *t-test* of the survey instruments did not reveal any significant statistical difference. Thus, the data collection instruments were confirmed to provide a stable and reliable measurement of Jesuit university presidents' perceptions of their leadership styles with a 0.96 reliability coefficient. The survey instruments' items were sufficiently inter-correlated so that the different parts of the survey could be combined to assess whether and to what extent there was congruency between the perceived leadership roles and styles of the Jesuit university presidents, and the perceptions of their administrative teams and faculty.

Data Collection

The following data collection plan was implemented for this study. After the population sample was selected for the first phase of the study, the researcher contacted them by e-mail. The participants were informed about the study and were invited to participate (Appendix I). Consenting participants replied to the invitation e-mail. After the researcher received the participants' consent, a second e-mail was sent with instructions to access the *PJELS* and *AFJELS* surveys on-line. To maintain confidentiality, each participant received the survey in their own personal e-mail account.

Participants were asked to complete the survey at their convenience within a two week time frame. At the end of the two weeks, the researcher sent a second e-mail (Appendix N) to those participants who had not submitted the survey. After the fourth week, another e-mail (Appendix O) followed for those who had delayed their response.

After the third invitation, the researcher did not send any further notice to those participants who did not respond. This study thus allowed a three-wave data collection response opportunity. The researcher obtained an 84% response rate from the total of participants in the study.

After the first phase of the study was completed, a selected group of presidents, administrators and faculties interested in face-to-face interviews were randomly selected. The participants were notified by e-mail of their further requested participation in the study. The researcher contacted the presidents, senior administrators and faculty and scheduled an appointment for face-to-face interviews. The researcher designed a travel plan to visit the participating universities in México. The interviews were recorded with the consent of the participants, and then later transcribed. The individual identities and university names have been disguised. Pseudonyms were used to refer to participants and universities when reporting the results of the study in the next chapter.

For data collection, the researcher used the open-ended interview guides *JUPIG* and *JAFIG* in Spanish (Appendixes F & H) and a digital voice recording device to record the interviews. The researcher followed the interview guide to collect the data needed for the study. The interviews were transcribed in Spanish and analyzed.

Before meeting the participant for the interview, the researcher prepared the materials needed for the interview: a voice recording device, a copy of the *JUPIG* and *JAFIG* interview guides (Appendix F & H), the participants' Bill of Rights (Appendix M), a consent letter (Appendix L), and the researcher's business card for the interviewee. At the actual meeting, the researcher greeted the person who was interviewed and presented himself. The participants were informed of the purpose of the study and length

of the interview, which was approximately an hour. The researcher assured the participants of confidentiality. After these steps were completed, the researcher began the interview.

At the beginning of the interview the researcher verbalized the following:

I want to thank you for being part of this research project and volunteering your time to be interviewed. I am a graduate student at the Catholic Educational Leadership program in the School of Education at the University of San Francisco. The purpose of the study is to identify and examine the perceived leadership roles and styles of seven Jesuit university presidents in higher education in México, and the perceptions of their administrators and faculty. Your contribution is valuable and very important. The results of this study will benefit the mission of the Jesuits in higher education in the Mexican Province.

Your participation is voluntary. You have the right to decline answering part or all of the interview questions. Confidentiality will be granted to all participants and universities. In reporting the results of the data collected, your name and that of your university will not be used. Pseudonyms and numerical values will be used instead of real names. Study records will be locked and kept as confidential as possible. The interview will take approximately 60 minutes. The interview will be recorded for transcription and further analysis. These will be kept confidential and will not be shared with anyone.

I would like you to go over this informed consent letter and sign it if you agree to its terms.

At the end of each interview, the researcher thanked the participant, reassured him or her of confidentiality, and gave the participant a business card for contact information should any questions arise after the interview. At the completion of the interview, the researcher concluded with the following remark:

Thank you so much for your participation and taking the time for this interview. Your contribution to this study will be useful to the Mexican Province in the area of higher education. Please be assured that this interview will be kept confidential. If you have any questions regarding this interview, please contact me at any time. Here is my business card.

Data Analysis

The data collected from the surveys, *PJELS* and *AFJELS* (Appendixes B & D), was collated and codified. Tables were developed to identify frequencies, percentiles, means, and standard deviations. Descriptive statistics were employed to assess demographic data. Averages, means and percentile values were calculated to determine the levels of knowledge of the presidents' role, knowledge of Jesuit mission in higher education, collaboration with others, and identification of leadership styles. Correlations were conducted on the presidents' leadership role, their knowledge of Jesuit mission in higher education, collaboration with others, and leadership styles to determine the extent the leadership styles of Mexican Jesuit university presidents promote the mission of the Society of Jesus in higher education. One sample *t*-test calculations were conducted to determine congruency between presidents' score values with those of their administrative teams and faculties.

The data from face-to-face interviews were transcribed. After the transcriptions, the data was collated and analyzed according to the categories considered in this study: the presidents' leadership role, knowledge of Jesuit mission in higher education, collaboration with others, and leadership styles. The interview results were used to support and add more meaning and depth to the survey data.

In conclusion, the mixed methodology applied to this study and the results obtained from the data analysis collected from the surveys (*PJELS* and *AFJELS*) and interview guides (*JUGPIG* and *JAFIG*) served to identify the perceived leadership styles of seven Jesuit university presidents in México by addressing the research questions intended for this study. Next, the findings of this study will be reported in Chapter IV.

CHAPTER IV

FINDINGS

Restatement of the Purpose

The purpose of this study was to identify the self-perceptions of seven Jesuit university presidents in México with regard to the following aspects: 1) their leadership role; 2) their knowledge of the Jesuit mission of higher education; 3) the extent that their leadership styles promote the Society of Jesus' mission in higher education, 4) their collaboration with others in their universities, and 5) their leadership styles. In addition, the researcher studied the perceptions of the administrative teams and faculties of these seven Jesuit universities in regard to the above categories, as they relate to their presidents. Subsequently, the perceptions of the presidents and their administrative teams and faculties were compared for congruency. The participating presidents and the administrative teams and faculties of each Jesuit university shared their perceptions in regard to the aforementioned categories by completing a researcher-generated survey (Appendixes A, B, C & D) and participating in face-to-face interviews (Appendixes E, F, G & H).

Chapter Overview

The findings in Chapter IV delineate the responses to the research questions posed by this study. The responses were classified according to the research questions. Research question one, to what extent are Mexican Jesuit presidents knowledgeable of their roles in the Jesuit mission in higher education? Research question two, what are the leadership styles of Mexican Jesuit university presidents? Research question three, to what extent

are Mexican Jesuit university presidents knowledgeable of the Jesuit mission of higher education? Research question four, to what extent do the leadership styles of Mexican Jesuit university presidents promote the Society of Jesus' mission in higher education? Research question five, to what extent do Mexican Jesuit university presidents collaborate with others in their universities? Finally, research question six, to what extent is there congruency between the perceptions of Mexican Jesuit university presidents and their administrative teams and faculties in regard to: a) presidents' leadership roles; b) Presidents' leadership styles; c) presidents' knowledge of the Jesuit mission of higher education; d) presidents' collaboration with others in their universities.

The findings of the study are presented in the order of the research questions stated for this study. To assure confidentiality of the respondents and of the Jesuit universities participating in this study, the researcher used pseudonyms instead of original names for both individuals and universities. To further preserve confidentiality, the order of the universities as reported in the findings does not correspond to the order as mentioned in chapters I and III.

Demographic Characteristics of the Sample

The total population enrolled in this study consisted of 427 participants from the seven Jesuit universities in México. The researcher obtained an 84% return rate with a total of 359 respondents. Table 8 presents the demographic characteristics of participating presidents, senior administrators, administrators, full-time and part-time faculty members. The table provides the demographic variables, the number of respondents (N), the percentages (%) and frequencies (*f*).

Table 8

Demographic Characteristics of Participating Presidents, Administrators and Faculties

Variables	Pres. (N=7) % (f)	Senior Adm. (N=86) % (f)	Adm. (N=91) % (f)	Full-time Fac. N=88 % (f)	Part-time Fac. (N=87) % (f)	Total (N=359) % (f)
Gender						
Male	100% (7)	58% (50)	49% (45)	55% (48)	53% (46)	55% (196)
Female	0	42% (36)	51% (46)	45% (40)	47% (41)	45% (163)
Religious Practice						
Practicing Catholic	86% (6)	73% (63)	64% (58)	56% (49)	60% (52)	64% (228)
Non-practicing Catholic	14% (1)	21% (18)	36% (33)	38% (34)	32% (28)	32% (115)
Other Religion	0	5% (5)	0	6% (5)	8% (7)	5% (17)
Current Status						
Religious Status	0	0	0	1% (1)	1% (1)	1% (2)
Clerical Status	71% (5)	2% (2)	0	2% (2)	1% (1)	3% (10)
Lay Status	29% (2)	98% (84)	100% (91)	97% (85)	98% (85)	96% (347)
Knowledge of Jesuit Mission						
Yes	100% (7)	94% (81)	90% (82)	89% (78)	89% (77)	91% (325)
No	0	6% (5)	10% (9)	11% (10)	11% (10)	9% (34)
Knowledge of Ignatian Pedagogy						
Yes	100% (7)	92% (79)	92% (84)	85% (75)	93% (81)	91% (326)
No	0	8% (7)	8% (7)	15% (13)	7% (6)	9% (33)
Knowledge of Ignatian Charism						
Yes	100% (7)	90% (77)	79% (72)	69% (61)	68% (59)	77% (276)
No	0	10% (9)	21% (19)	31% (27)	32% (28)	23% (83)
Orientation on Jesuit Education						
Yes	100% (7)	87% (75)	65% (59)	66% (58)	70% (61)	72% (260)
No	0	13% (11)	35% (32)	34% (30)	30% (26)	28% (99)
Ministering in other Jesuit Universities						
Yes	86% (6)	44% (38)	14% (13)	26% (23)	25% (22)	28% (102)
No	14% (1)	56% (48)	86% (78)	74% (65)	75% (65)	72% (257)

Note: Pres = Presidents, Senior Adm. = Senior Administrators, Adm. = Administrators, Fac. = Faculty

The total number 7 or 100% of the presidents participating in this study were males. The overall results indicated that 196 or 55% of the total participants were males, and 163 or 45% were females. From the four levels of administration and faculties, the senior administrators, full-time and part-time faculties were mostly males, while 46 or 51 were embodied a larger number of female administrators.

In regard to religious practice, the results indicated that the sample population was mostly Catholic. In this variable, 228 or 64% of the respondents reported to be practicing Catholics in contrast with 17 or 5% of the administrative teams and faculty population who practiced a different religion. The non-practicing Catholics embodied 115 or 32% of the sample. The results showed that senior administrators were more practicing Catholics 63 or 73% than the full-time faculty 49 or 56%.

The current status indicated that the composition of the sample population was mostly laity. A greater number of the participants 347 or 96% were lay collaborators, while 10 or 3 % were clergy and 2 or 1% were religious. From the total sample 325 or 91% of the participants were knowledgeable of the Jesuit mission, and 34 or 9% did not have this knowledge. In addition, the participants were asked if they were knowledgeable of the Ignatian Pedagogy. Of the 359 participants, 386 or 91% responded they had knowledge of the Ignatian Pedagogy, and 33 or 9% stated they were not knowledgeable. In regard to Ignatian charism, 276 or 77% of the total participants claimed they had this knowledge, while 83 or 23% stated they were not knowledgeable. In addition, the results indicated that the administrators (27 or 31%) and full-time faculty members (28 or 32%) constituted the groups with larger numbers and percentages with no knowledge of the Ignatian charism.

Furthermore, participants were asked if they received orientation on Jesuit education. Of the 359 participants, 260 or 72% received orientation on Jesuit education and 99 or 28% of participants did not receive any orientation. The greater number of participants with no orientation in Jesuit education comprised the administrators (32 or 35%), full-time faculties (30 or 34%) and part-time faculties (26 or 30%). The results indicated that from the total number of participants 102 or 28% had ministered in other Jesuit universities, while 257 or 72% had ministered in the same university.

In addition, participants were asked for their age, the time they have been ministering in their universities, the time working in their present position, and time working in higher education. Table 9 presents the time demographic characteristics of participating presidents, senior administrators, administrators, full-time and part-time faculty members. The table provides the demographic variables, the number of respondents, and mean values.

Table 9

Time Demographic Characteristics of Participating Presidents, Administrators and Faculty Members

Variables	Pres. (N=7) m	Senior Adm. (N=86) m	Adm. (N=91) m	Full-time Fac. N=88 m	Part- time Fac. (N=87) m
Age	55 years	44 years	43 years	47 years	50 years
Time Ministering in Their Universities	6 years	12 years	11 years	13 years	13 years
Time working in Present Position	3 years	4 years	5 years	8 years	8 years
Time Working in Higher Education	14 years	17 years	14 years	18 years	18 years

Note: Pres = Presidents, Senior Adm. = Senior Administrators, Adm. = Administrators, Fac. = Faculty.
N= Number of participants, m= Mean Values.

The results from the sample population indicated a mean of 44 to 55 years age range. The presidents were the older group and the administrators were the youngest group in the sample population. Another finding was that the results revealed a young population ministering in Jesuit universities. In regard of time ministering in Jesuit universities, the mean ranged from 6 to 13 years, in which the presidents had ministered in their universities for a period of 6 years, and the full-time and part-time faculties had ministered for 13 years. The mean range of time working in present position was from 3 to 8 years. The presidents and senior administrator had been working in administration less time than the full-time and part-time faculty. Finally, the sample population indicated they had worked in higher education an average of 14 to 18 years. The presidents and administrators had worked fewer years in higher education in contrast with the senior administrators, full-time and part-time faculties.

From the overall results, the sample population reflected a group with a majority lay collaborators, a group closely balanced in gender, and with a majority of practicing Catholics. The majority of the participants indicated they were knowledgeable of the Jesuit mission in higher education, Ignatian pedagogy, Ignatian charism, and had received orientation in Jesuit education in their universities. In addition, the majority of the participants had ministered in their universities, and a smaller group had worked in other Jesuit universities. The participants demonstrated they had work experience and seniority in ministering in Jesuit universities. Following this section, the findings will be reported according to the six research questions considered for this study.

Research Question One:
To what Extent is Mexican Jesuit Presidents Knowledgeable of Their Roles in the Jesuit Mission in Higher Education?

Research question one considered the extent Mexican Jesuit presidents are knowledgeable of their roles in the Jesuit mission in higher education. This question was addressed by section I of the researcher-designed survey and section III of the interview guide. Table 10 displays the frequency distributions of the presidents' knowledge of their role. The table provides percentages and total number of responses from the presidents' levels of agreement, the ranking average per item, and the total mean value for the presidents' knowledge of their role.

According to the total results in table 10, the presidents' responses 2.86%, "strongly disagree" and "disagree" on their leadership role, while 91.8% "agree and "strongly agree" on the statements of their leadership role as presidents of Jesuit universities. The presidents' average response in regard to their leadership role ranged from 3.86 to 5.00 of a rank scale of one to five. The presidents scored a total mean value of 4.59. This indicates that the presidents had a strong agreement to their role as presidents of the Jesuit universities as described in Characteristics of Jesuit Education (CJE) by the International Commission on the Apostolate of Jesuit Education (ICAJE) (1986). This finding demonstrated that presidents had a strong knowledge of the guidelines pertinent to their role as stated by the Society of Jesus.

In addition, the presidents' reported a lower agreement mean score in Item 2 of 3.86 relating to supporting their Christian inspiration in their universities. On the other hand, the presidents' obtained high mean scores in items 3, 4, and 11 with a mean score of 4.86. Item 3 stated the support of the Ignatian identity of the university.

Table 10

Distributions of Presidents' Knowledge of Their Role as Presidents

Items	SD	D	U	A	SA	Average Ranking
	% <i>f</i>	% <i>f</i>	% <i>f</i>	% <i>f</i>	% <i>f</i>	
1	0	0	0	57.1% (4)	42.9% (3)	4.43
2	14.3% (1) ¹	0	14.3% (1)	28.6% (2)	42.9% (3)	3.86
3	0	0	0	14.3% (1)	85.7% (6)	4.86
4	0	0	0	14.3% (1)	85.7% (6)	4.86
5	0	0	0	0	100% (7)	5.00
6	0	0	0	42.9% (3)	57.1% (4)	4.57
7	0	0	0	42.9% (3)	57.1% (4)	4.57
8	0	0	0	28.6% (2)	71.4% (5)	4.71
9	0	14.3% (1)	14.3% (1)	14.3% (1)	57.1% (4)	4.14
10	0	0	14.3% (1)	28.6% (2)	57.1% (4)	4.43
11	0	0	14.3% (1)	14.3% (1)	57.1% (4)	4.86
12	0	0	0	42.9% (3)	57.1% (4)	4.57
13	0	0	0	0	100% (7)	5.00
14	0	0	14.3% (1)	28.6% (2)	57.1% (4)	4.43
Total	1.43% (1) ¹	1.43% (1)	5.1% (5)	25.5% (25)	66.3% (65)	4.59

Note: SD = Strong Disagree, D = Disagree, U = Unsure, A = Agree, SA = Strongly Agree.
% = Percentage, *f* = Frequencies.

¹ Number in parenthesis represents quantity of responses.

Item 4 indicated the development of a common vision in the university, and item 11 formulated the support of the Ignatian vision of the university. Item 13 referred to the presidents' role of sharing responsibilities with their collaborators according to their distinct leadership roles in the university. These findings indicated the presidents' awareness of the importance of delegation of responsibilities and authority with their

collaborators. The presidents' obtained high mean scores in preserving the Ignatian identity in their universities, promoting the development of a common vision, and supporting the Ignatian vision of the university. These findings demonstrated the presidents' commitment to their work in their universities.

These findings were consistent with the interview results. In the interviews, the presidents emphasized the importance of promoting teamwork in their universities and the need of supporting their collaborators in the main areas of their universities, such as: administration, academics, professional development of the staff, the Jesuit formation of the students, and the Ignatian vision of the university. They strongly agreed that in order to achieve teamwork and the integration on the main areas of their universities, they needed to work closely with their collaborators and support the work they do. Roque, president of Francisco Xavier University, asserted that

Además del trabajo que cada uno desempeña, les he dicho a mis colaboradores de que como universidad Jesuita tenemos una misión como grupo; y que ésta es la de inspirar y animar en lo que es la misión de la Compañía (Interviews, 2009, p.185)

In addition to the work that each one performs, I shared with my collaborators that, as a Jesuit university we have a common mission; and that is, to inspire and to encourage those in the mission of the Society. (*Interviews, 2009, p.185*)

Finally, the presidents indicated the importance of inspiring the members of the university with the mission and vision of their intuitions. Overall, these findings concurred with the statements of the presidents' leadership role contained in section I of the survey. Next, the results to research question two are reported.

Research Question Two:
What are the Leadership Styles of Mexican Jesuit University Presidents?

Research question two focused on what were the leadership styles of Mexican Jesuit university presidents. This question was addressed by Section IV of the researcher-designed survey. The 30 items of section IV were arranged and collated to identify the leadership styles considered for this study: Authoritative, Collaborative and Delegative. The presidents' responses were organized according to these three leadership styles. The following tables represent the results for each leadership style by providing percentages (%), the number of responses per ranking level (*f*), and the total mean value for each leadership style based on the presidents' leadership performance. Table 11 displays the presidents' responses to authoritative leadership style.

Authoritative Leadership Style

According to table 11, the total results indicated that 17.1% of the presidents had “never” exercised an authoritative leadership style, while 34.3% responded they were authoritative less frequently. On the other hand, 40% of the presidents stated they exercised an authoritative leadership style from “somewhat frequently” to “always” in their universities. This finding would indicate the presidents exercise authoritative leadership less frequently in their universities. The presidents overall average response to authoritative leadership style ranged from 1.43 to 4.00 mean scores from a one to five scale. The presidents reported a 2.89 total mean value for this leadership style. This would indicate that the presidents perceived themselves as exercising less frequently an authoritative leadership style in their universities.

Table 11

<i>Distributions of Presidents' Authoritative Leadership Style</i>						
Items	N	LF	U	SF	A	Average Raking
	% <i>f</i>	% <i>f</i>	% <i>f</i>	% <i>f</i>	% <i>f</i>	
1	0	0	14.03% (1) ¹	57.1% (4)	28.6% (3)	4.14
4	50% (3)	50% (3)	0	14.3% (1)	0	1.50
7	28.6% (2)	57.1% (4)	0	14.3% (1)	0	2.00
10	0	57.1% (4)	0	42.9% (3)	0	2.86
13	0	57.1% (4)	28.6% (2)	0	0	2.86
16	0	42.9% (3)	14.03% (1)	28.6% (2)	14.03% (1)	3.14
19	0	0	14.03% (1)	28.6% (2)	57.1% (4)	4.43
22	42.9% (3)	28.6% (2)	0	28.6% (2)	0	2.14
25	57.1% (4)	42.9% (3)	0	0	0	1.43
28	0	14.03% (1)	0	57.1% (4)	28.6% (2)	4.00
Total	17.1% (12) ¹	34.3% (24)	5.7% (4)	25.7% (18)	14.3% (10)	2.89

Note: N= Never, LF= Les Frequently, U= Unsure, SF= Somewhat frequently, A= Always.

% = Percentage, *f* = Frequencies.

¹ = Represents frequency of ranking.

In addition, the presidents reported a low frequency mean score of 1.50 on item 4 and a 1.43 on item 25. Item 4 referred to the presidents not considering suggestions made by their collaborators in their universities. Item 25 related to presidents using penalties to force their collaborators to achieve organizational goals of the university. This finding is consistent with the results of the presidents' leadership role in which the presidents affirmed that their work was to inspire the Ignatian vision and to promote the Ignatian identity of the university, as well as to share authority and common responsibilities with their collaborators. Thus, inspiration and collaboration would oppose to penalties or to reject any suggestions from the collaborators of the University.

Furthermore, the presidents obtained high mean scores on item 1 with a mean score of 4.14 and item 19 with a mean score of 4.43. Item 1 related to presidents always retaining the final decision in the university. Item 19 stated that the presidents closely monitor their collaborators to ensure their good performance in their universities. These findings are consistent with the presidents' leadership role. The president is the one who retains the final decision in the university and needs to monitor the work process and results of his collaborators. Next, the results of the presidents' collaborative leadership style will be reported in table 12.

Collaborative Leadership Style

According to table 12, the total results of the presidents' responses indicated that 2.86% said they "never" or "less frequently" exercised a collaborative leadership style, while 87. 2% reported they had "somewhat frequently" to "always" exercise a collaborative leadership style in their universities. These findings indicated the presidents' exercised a collaborative leadership style "somewhat frequently" to "always" in their universities. In addition, the presidents' overall average to collaborative leadership style ranged from 3.86 to 4.86 on a one to five ranking scale. The presidents reported a total mean value of 4.54. The presidents results showed a low frequency mean score of 3.86 on item 14 and a 4.23 mean score on item 26. Item 14 related to the presidents' asking their collaborators for their vision of the university and sharing this vision when appropriate at higher levels of administration.

Table 12

<i>Distributions of Presidents' Collaborative Leadership Style</i>						
Items	N	LF	U	SF	A	Average Ranking
	% <i>f</i>	% <i>f</i>	% <i>f</i>	% <i>f</i>	% <i>f</i>	
2	0	0	0	14.3% (1) ¹	85.7% (6)	4.86
5	0	0		14.3% (1)	85.7% (6)	4.86
8	0	0	0	28.6% (2)	71.4% (5)	4.71
11	0	0	0	14.3% (1)	85.7% (6)	4.86
14	14.3% (1)	0	0	57.1% (4)	28.6% (2)	3.86
17	0	14.3% (1)	0	28.6% (2)	57.1% (4)	4.29
20	0	0	0	14.3% (1)	71.4% (5)	4.43
23	0	0	14.3% (1)	42.9% (2)	42.9% (2)	4.29
26	0	0	0	14.3% (1)	57.1% (4)	4.23
29	0	0	0	42.9% (2)	57.1% (4)	4.57
Total	1.43% (1) ¹	1.43% (1)	1.43% (1)	24.3% (17)	62.9% (44)	4.54

Note: N= Never, LF= Les Frequently, U= Unsure, SF= Somewhat frequently, A= Always.

% = Percentage, *f* = Frequencies.

¹ = Represents frequency of ranking.

Item 26 referred to the presidents' belief that "their collaborators must exercise self-direction, if they are committed to the objectives of the university". This finding is consistent with the results of the presidents' leadership role in which the presidents affirmed that their work was to inspire the Ignatian vision and to promote the Ignatian identity of the university, as well as to share authority and common responsibilities with their collaborators.

Furthermore, the presidents attained high values on items 2, 5 and 11 with a mean of 4.86. Item 2 stated the presidents' ability to include others in decision making. Item 5 dealt with the presidents' consulting others in regard to plans and projects for the

university. Item 11 related to the presidents creating a good community environment in the university in which the collaborators can identify and take ownership in the university. Therefore, if the members of the university are knowledgeable of the Ignatian vision and shared responsibilities of authority with their presidents, then they can contribute their perspectives, develop their creativity, self-direct themselves, and take ownership in the institution. Next, the results of the presidents' delegative leadership style will be reported in table 13.

Delegative Leadership Style

According to the total results in table 13, the presidents' responses indicated that 12% "never" or "less frequently" exercise this leadership style, while 87% stated they delegated "somewhat frequently" to "always" in their universities. This finding demonstrated that presidents exercise delegative leadership more frequently in their universities. The presidents overall average response to delegative leadership style ranged from 2.71 to 4.86 on a scale of one to five. The presidents obtained a total mean value of 4.10. This would indicate that presidents exercise a delegative leadership style "somewhat frequently" to "always" in their universities. Additionally, the presidents attained a low score of 2.71 on item 21 and 3.43 on item 27. Item 21 refers to the presidents' belief that "every individual is responsible for defining his/her job". Item 27 related to the presidents belief that his collaborators "are capable and have the right to determine their own organizational objectives in the university."

Furthermore, the presidents scored high values on items 3 with a mean of 4.86, item 12 with a mean of 4.71, and item 18 with a mean value of 4.71. In item 3, the

presidents seek advice from their collaborators to reach a decision when major issues arise in the university.

Table 13

<i>Distributions of Presidents' Delegative Leadership Style</i>						
Items	N	LF	U	SF	A	Average Ranking
	% <i>f</i>	% <i>f</i>	% <i>f</i>	% <i>f</i>	% <i>f</i>	
3	0	0	0	14.03% (1) ¹	85.7% (6)	4.86
6	14.3% (1)	14.3% (1)	0	42.9% (3)	28.6% (2)	3.57
9	0	0	0	71.4% (5)	28.6% (2)	4.29
12	0	0	0	28.6% (2)	71.4% (5)	4.71
15	0	0	14.3% (1)	57.1% (4)	28.6% (2)	4.14
18	0	0	0	28.6% (2)	71.4% (5)	4.71
21	28.6% (2)	28.6% (2)	0	42.9% (3)	0	2.71
24	0	0	0	42.9% (3)	57.1% (4)	4.57
27	14.3% (1)	14.3% (1)	0	57.1% (4)	14.3% (1)	3.43
30	0	0	14.3% (1)	57.1% (4)	28.6% (2)	4.14
Total	6% (4) ¹	6% (4)	6% (4)	45% (31)	42% (29)	4.10

Note: N= Never, LF= Les Frequently, U= Unsure, SF= Somewhat frequently, A= Always.

% = Percentage, *f* = Frequencies.

¹ = Represents frequency of ranking.

In item 12 the presidents affirmed they allow their collaborators to determine what needs to be done in the university. Item 18 addressed the presidents' delegation of tasks to their collaborators and giving them the freedom to implement new procedures in the university. This finding is consistent with the results of the presidents' leadership role in which the presidents share common responsibilities and delegate authority to their collaborators based on trust and knowledge of their professional abilities.

In this section of leadership styles, the results indicated that the presidents who exercised a collaborative leadership style emphasized the following aspects: presidents' support the participation of the members of the university in decision making at different levels; the presidents' seek advice for decision making processes, and the presidents promote a good work environment in the university. In delegative leadership style approach, the presidents delegated authority and responsibilities to their collaborators. Presidents allowed them freedom and room for creativity in their work. In authoritative leadership style approach, the presidents stated that they close monitor their collaborators to ensure their good performance, and affirmed they always retain the final decision in their universities.

These findings were consistent with the interview conducted by the researcher. The presidents claimed that they do not make major decisions without consulting their leadership teams and other levels of administration. They stated that their leadership goal was to promote collaboration among the members of the university, and to respect their levels of authority. On this point Pablo, President of Ignacio of Loyola University, stated that

Yo trato de respetar muchísimo las líneas de autoridad a través de las diferentes instancias en la universidad. Trato de no meterme en ámbitos que directamente a mi no me corresponden como rector. Yo tengo un equipo de directores generales, por lo tanto mi autoridad la ejerzo directamente a través de ellos. (Interview, 2009, p.13)

I work very hard to respect the different levels of authority in the university. I try not to get involved at levels that are not aligned to my position as president. I have a leadership team; [and] through them I exercise my authority. (Interview, 2009, p.13)

Furthermore, Britto, President of Alfonso Salmerón University, affirmed that

Al rector le toca estar conjuntando a los miembros de la universidad y, obviamente, potenciar lo que están realizando. Además, el rector tiene que saber la dirección a hacia dónde va en la universidad, y le toca consultar siempre a su equipo de trabajo. Es algo que le toca al rector. (Interviews, 2009, p. 10)

The president is responsible to integrate all the members of the university, and obviously, to support the work they are doing. In addition to this, the president must know the direction where the university is going, and always seek the advice of his leadership team. This is part of the presidents' role. (Interviews, 2009, p. 10)

Finally, the presidents believed that the Jesuit identity of the university will depend on lay collaborators who are more identified with the Jesuit mission in higher education. Overall, these findings aligned with the guidelines of the Society of Jesus (1995, 1996, 2008) and the statements of the presidents' who have collaborative and delegative leadership styles in section IV of the survey. Next, the results of research question three will be reported.

Research Question Three:

To what extent are Mexican Jesuit University Presidents Knowledgeable of the Jesuit Mission in Higher Education?

Research question three considered, to what extent Mexican Jesuit university presidents are knowledgeable of the Jesuit mission in higher education? This question was addressed in section III of the researcher-designed survey. Table 14 displays the frequency distributions of the presidents' knowledge of the Jesuit mission in higher education. The table provides percentages and total number of responses from the presidents' levels of agreement, ranking averages per item, and total mean values for the presidents' knowledge of the mission in higher education.

Table 14

<i>Distributions of Presidents' Knowledge of Jesuit Mission in Higher Education</i>						
Items	SD	D	U	A	SA	Average Ranking
	% <i>f</i>	% <i>f</i>	% <i>f</i>	% <i>f</i>	% <i>f</i>	
1	0	0	0	57.1% (4)	42.9% (3)	4.43
2	0	0	14.3% (1) ¹	71.4% (5)	14.3% (1)	4.00
3	0	0	14.3% (1)	14.3% (1)	71.4% (5)	4.57
4	0	14.3% (1)	14.3% (1)	14.3% (1)	57.1% (4)	4.14
5	0	50.0% (3)	14.3% (1)	14.3% (1)	14.3% (1)	3.14
6	0	0	0	28.6% (2)	71.4% (5)	4.71
7	0	14.3% (1)	0	28.6% (2)	42.9% (3)	4.14
8	0	0	14.3% (1)	71.4% (5)	14.3% (1)	4.00
9	0	0	0	42.9% (3)	57.1% (4)	4.57
10	0	0	28.6% (2)	57.1% (4)	14.3% (1)	3.86
11	0	0	14.3% (1)	57.1% (4)	14.3% (1)	3.86
12	0	0	0	42.9% (3)	57.1% (4)	4.57
13	0	0	0	28.6% (2)	71.4% (5)	4.71
Total	0%	5.5% (5) ¹	8.8% (8)	40.7% (37)	44.6% (40)	4.21

Note: SD = Strong Disagree, D = Disagree, U = Unsure, A = Agree, SA = Strongly Agree.

% = Percentage, *f* = Frequencies

¹ Number in parenthesis represents quantity of responses.

The total responses of the presidents indicated that 5.5 % of the presidents “strongly disagreed” in being knowledgeable of the Jesuit mission, while 85.3% stated they “agreed” or “strongly agreed” in being knowledgeable of the Jesuit mission.

The presidents’ average responses ranged from 3.14 to 4.71 scores on a one to five ranking scale. The presidents obtained a total mean value of 4.21 indicating a strong agreement to the statements related to Jesuit mission in higher education as described in

the CJE by ICAJE (1986)) and the Jesuit Conference of the United States (JCUS) (2002). This finding revealed that the presidents were knowledgeable of the Jesuit mission and of the guidelines pertinent to this mission.

In addition, presidents obtained a lower agreement score in item 5 with a mean of 3.14, item 10 with a mean value of 3.86, and item 11 with a mean value of 3.86. Item 5 stated that “a Catholic university establishes a relationship with the universal Church by participating in the life of the local Church”. Item 10 affirmed that in their universities “Jesuit education promotes the continual professional growth of its collaborators”. Item 11 asked whether the development and formation that the Jesuit University promotes, lead its members to an action of service and attention to those in greater need in our society. These three items dealt with three fundamental factors of the Jesuit mission: a close relationship with the local Church, professional development, and the outreach to the poor from members of the university. A low mean score on these factors may indicate that the presidents’ attention may be focused on other factors of the same mission. For instance, the president scored high on item 6 with a mean value of 4.71, and item 13 with a mean of 4.71. Item 6 specified that the “university has a clear mission statement that is consistent with the mission of the Society of Jesus”. Item 13 held that “the university serves continually as a center of dialogue between faith and culture for all the education community. These two factors are important and part of the mission of the Society of Jesus.

Consistent with these findings, Roque, President of Francisco Xavier University, formulated that the mission of the Society of Jesus from his perspective was

el servicio a la fe y la promoción de la justicia, el dialogo con otras culturas y otras religiones. O sea, que esta misión quede reflejada en las actividades sustantivas de la universidad como son la docencia, la investigación, y la difusión de la universidad. Y también, en el modo de interactuar en el interior de la comunidad universitaria y también tiene hacia fuera. (Interviews, 2009, p.177)

the service to faith and the promotion of justice, the dialogue with other cultures and other religions. In other words, that the mission is reflected on its essential activities in the university, such as teaching, research, and promotion of the university. Additionally,[this must be reflected] on the relationships we need to establish within and outside the university community. *(Interviews, 2009, p.177)*

Furthermore, the presidents interviewed reported that the mission of the Society of Jesus in higher education was to form people with a vision of a more just society. To achieve this goal, the presidents claimed that their students needed to receive a solid academic formation impregnated with ethical, moral, and religious values. They agreed that Jesuit formation intends to transform our world by promoting social justice, working for the dignity and equality of the poor. On this point, Britto, President of Alfonso Salmerón University, posed that Jesuit education

Ofrece una formación integral que apunta hacia el desarrollo armónico de los estudiantes. Una formación que les enseña los valores de la equidad y la justicia social. Queremos que esta formación lleve a nuestros estudiantes a trabajar por la justicia y combatir contra la marginación y la exclusión. Creemos que la formación Jesuita puede responder a estas cosas. (Interviews, 2009, p.88-89)

Offers a formation that is integral and focused on the harmonic development of the students. This formation teaches them the values of equality and social justice. We want this formation to lead our students to work for justice and fight against social marginalization and exclusion. We believe that Jesuit education can respond to these things. (Interviews, 2009, p.88-89)

Furthermore, Presidents claimed that the practical application of the mission of the Society was reflected in their universities in the integral formation of the students, in the application of the use of the Ignatian Pedagogy paradigm, the promotion of culture, and in the professional and spiritual development of the faculty, staff and administration.

To conclude, the results in this section indicated that the presidents were knowledge of the Jesuit mission in higher education and committed to its implementation at their universities. These findings agreed with the guidelines of the Society of Jesus (1995, 1996, 2008), with the by ICAJE (1986), JCUS (2002) and the statements made by the presidents 'about their collaborative and delegative leadership styles in section III of the survey. Next, the results to research question four will be reported.

Research Question Four:

To what Extent do the Leadership Styles of Mexican Jesuit University Presidents Promote the Society of Jesus' Mission in Higher Education?

Research question four considered, to what extent do the leadership styles of Mexican Jesuit university presidents promote the Society of Jesus' mission in higher education? To assess question four, a correlation analysis was conducted between the presidents' knowledge of their role, knowledge of the Jesuit mission in higher education, and their leadership styles: authoritative, collaborative and delegative leadership. Table 15 provides the inter-item correlation of statistical significance of the university presidents.

The correlations ranged from $-.61$ to $.45$. The results showed that there is a positive correlation between knowledge of Jesuit mission with the collaborative leadership style ($.05$) and delegative leadership style ($.03$) exercised by presidents in their universities. In addition, a positive correlation was found between the presidents' knowledge of their role and their knowledge of the Jesuit mission in higher education ($.45$). The correlation results showed that the presidents' leadership role and leadership

exercised promoted the Jesuit mission when exercising a collaborative and delegative leadership style in their universities.

Table 15

Inter-item Correlations of Statistical Significance of Presidents^a

Elements	1	2	3	4	5
1. Knowledge of Role	1.0				
2. Knowledge of Jesuit Mission in Higher Education.	.45*	1.0			
3. Authoritative Leadership Style	-.61*	-.14*	1.0		
4. Collaborative Leadership Style	-.25*	0.5*	.16*	1.0	
5. Delegative Leadership Style.	-.30*	.03*	.29*	-.19*	1.0

Notes: * $p < .05$

a: Range -0.61 to 0.41

1. Knowledge of Role

2. Knowledge of Jesuit Mission in Higher Education

3. Authoritative Leadership Style

4. Collaborative Leadership Style

5. Delegative Leadership Style

In the interviews presidents appeared to be knowledgeable of the Jesuit mission in higher education. Their descriptions of the Jesuit mission and their practical implementations in their universities, such as academic activities, formation programs, and university structures, demonstrated the presidents' commitment to achieve the Jesuit mission in higher education. On this note, Nadal, President of Diego Laínez University, articulated that the mission of the Society of Jesus was founded on the double base of: faith and justice. He further explained that

La misión de la Compañía se basa el servicio a la fe y la promoción de la justicia, y yo creo que esa es la misión de una universidad Jesuita. Para mí, hacemos esto a través de la formación de futuros profesionistas, de educarlos para que sean buenos ciudadanos, de darles todas las herramientas académicas, técnicas y humanas, de valores, madurez personal, etc., y todos los objetivos de misión educativa Compañía de Jesús. (Interviews, 2009, p.254)

The mission of the Society of Jesus was the service to faith and the promotion of justice, and I believe this is the mission of every Jesuit University. For me, we do this through the formation of future professionals, by educating them to be good citizens by providing them with academic, technical and humanistic tools, including values and personal development, and all the Society's educational goals of its mission. (*Interviews*, 2009, p.254)

The presidents demonstrated a clear idea and knowledge of their role in the university. In addition, they emphasized the importance of their collaborators leadership role for the realization of the Jesuit mission. The presidents enumerated a list of key factors that represent their commitment to this mission. These key factors included: the ability to envision the work of the universities in a short, mid- and long term process; to promote team work and to enhance the professional development of the members of the community; to work for the academic excellence and integral formation of the students; to support and mentor the leadership team members and administrators; to promote the service to faith and the promotion of justice based on the option for the poor and a more just society. Overall, the presidents' leadership role, their knowledge of the Jesuit mission and a collaborative leadership style are significant elements in the equation for the fulfillment of the Jesuit mission in higher education. Next, the results of research question five will be reported.

Research Question Five: To What Extent do Mexican Jesuit University Presidents Collaborate with Others?

Research question five, considered to what the extent do Mexican Jesuit university presidents collaborate with others in their universities. This question was addressed in section II of the researcher-designed survey. Table 16 provides the frequency distributions of the presidents' collaboration with others in their universities,

percentages and total number of responses from the presidents' levels of agreement. In addition, the table displays the ranking average per item, and the total mean value of the presidents' collaborative approach in their institutions.

Table 16

Frequency Distributions of Presidents' Collaboration with Others

Items	N	LF	U	SF	A	Average Ranking
	% <i>f</i>	% <i>f</i>	% <i>f</i>	% <i>f</i>	% <i>f</i>	
1	0	0	0	42.9% (3) ¹	57.1% (4)	4.57
2	0	0	14.3% (1)	14.3% (1)	71.4% (5)	4.57
3	0	0	0	71.4% (5)	28.6% (2)	4.29
4	0	42.9% (3)	0	28.6% (2)	28.6% (2)	3.43
5	0	0	14.3% (1)	28.6% (2)	57.1% (4)	4.43
6	0	0	0	42.9% (3)	57.1% (4)	4.57
7	0	0	0	85.7% (6)	14.3% (1)	4.14
8	0	0	0	28.6% (2)	71.4% (5)	4.71
9	0	14.3% (1)	0	57.1% (4)	28.6% (2)	4.00
10	0	0	0	57.1% (4)	42.9% (3)	4.43
Total	0%	5.8% (4) ¹	2.9% (2)	46.0% (32)	46.0% (32)	4.30

Note: N= Never, LF= Less Frequently, U= Unsure, SF= Somewhat Frequently, A= Always.

% = Percentage, *f* = Frequencies.

¹ = Represents frequency of ranking.

According to the total results, the presidents' responses indicated that 5.8% collaborated "less frequently" with others in their universities, while 92% affirmed they collaborated "somewhat frequently" to "always" with others in their universities. These findings indicated that the presidents implemented collaboration in their universities. Furthermore, the presidents' overall average response to collaboration with others ranged from 3.43 to 4.71 scores from a one to five rank scale. The presidents reported a total

mean value of 4.30. The presidents' results showed a low frequency mean score of 3.43 on item 4. In item 4 presidents' affirmed they "seek that university personnel, at all levels, receive ongoing formation on Ignatian spirituality".

On the other hand, presidents scored high mean values on items 1, 2 and 6 with a mean of 4.57, and on item 8 with a higher mean value of 4.71. Item 1 dealt with the presidents "carrying out the mission of the university with others". Item 2 held that presidents "promote collaboration within the education community of the university". Item 6 maintained that the presidents "make decisions only after receiving formal advice from their collaborators in the university".

Finally, Item 8 showed the "relationship between Jesuits and lay collaborators in the university as companions who share a common mission." The results showed that the presidents emphasized the importance of the implementation of the guidelines of the Jesuit mission by promoting collaboration in their universities, by receiving formal advice and establishing a Jesuit-lay partnership relationship based on a common mission, and to promote the professional development and Ignatian formation of their collaborators.

These findings were consistent with the interviews. The presidents maintained that their relationships with their collaborators were founded on trust, respect and support of their work. They acknowledged that their lay collaborators enrich Jesuit education with their professional and personal perspectives. Roque, president of Francisco Xavier University, stated that

Algo que considero importante, en mi trabajo como rector, es confiar mucho en mi gente. O sea, para mi es vivir el principio de subsidiariedad. Si delego responsabilidades, las respeto y pido cuentas, ¿no?, Es como la... "accountability", ¿no? En este sentido, es importante que los miembros de la

universidad sepan que vamos juntos dentro de un proceso, y que vamos realizando juntos la planeación y evaluación de la universidad (Interviews, 2009, p. 177)

Something I consider important in my work as president is to trust my people greatly. For me is to live the principle of subsidiarity. If I delegate responsibilities, I respect that, but I still have to ask for results, don't you think so? It's about accountability, correct? Therefore, it's important that the members of the university know that we are together within a process, and that we are doing the university plan and evaluation together. (*Interviews, 2009, p. 177*)

Consequently, the presidents maintained their commitment to encourage the active participation of their collaborators in the work of the university. They stressed the need to keep working on the integration of the entire university community, to continue building trust and to keep supporting teamwork among the members of the university. Overall, the findings of this section agreed with the recommendations of the Society of Jesus (1995, 1996, 2008) and concurred with the statements of the presidents collaboration with others in section II of the survey based on the CJE by ICAJE (1986)) and JCUS (2002). Next, the results of research question six will be reported.

Research Question Six:

To What Extend is There Congruency Between Perceptions of Mexican Jesuit University Presidents and Their Administrative Teams and Faculties?

Research question six focused on the extent of congruency between the perceptions of Mexican Jesuit university presidents and their administrative teams and faculties in regard to: (a) presidents' leadership role; (b) presidents' leadership styles; (c) presidents' knowledge of Jesuit mission in higher education; (d) Presidents' collaboration with others in their universities. To find the congruency between the presidents' perceptions and their administrative teams and faculty, mean values were calculated and

one-sample *t*-tests were conducted. The results were presented by the categories mentioned above.

The following tables display the presidents' mean value and the results of the one-sample *t*-test. The *t*-test results present the group level, the number of respondents (*n*), participants mean (*m*) value, the groups standard deviation (Std. Dev), the degrees of freedom (*df*), and significance (Sig/ *p*) where $p < .05$ with a 95% confidence interval of the difference. Next, the administrative teams and faculty perceptions of the presidents' leadership role will be reported.

Presidents' Leadership Role

In table 17, the results of the one t-test sample reported no statistical significance to find incongruency of perceptions between the presidents and their senior administrators, administrators, full-time faculty and part-time faculty.

Table 17

Administrative Teams and Faculty Perceptions of the Presidents' Leadership Role

Presidents	Mean Value	4.63				
Group Level	n	m	Std. Dev	<i>t</i> -test*	<i>df</i>	Sig. (<i>p</i>)
Senior Administrators	86	4.45	0.51	-1.48	79	0.110
Administrators	91	4.30	0.52	-2.39	84	0.102
Full-Time Faculty	88	4.43	0.52	-1.41	81	0.157
Part-Time Faculty	87	4.42	0.50	-1.858	80	0.225

Note: n = Number of respondents, m = Respondents Mean Value, Std.Dev. = Group Standard Deviation
df = Degrees of Freedom, and Sig/ *p* = Significance with 95% of Confidence Interval of the Difference and $p < .05$.

Consequently, the results demonstrated congruency of perceptions between presidents and their administrative team members and faculties in regard to the presidents' leadership role in their universities. These findings were consistent with the interview results. In the interviews the administrators and faculties perceived the presidents to be knowledgeable of their role as presidents of their universities. In addition, the administrators and faculties agreed with their presidents that part of their leadership role in the universities included the promotion of teamwork, supporting the main areas of the university, working closely with the administrators and faculty, and articulating the mission and vision to all the members of the university. Regis, a senior administrator, stated that presidents should be able to

Armar un equipo que esté activo, comprometido con la misión de la Compañía de Jesús, y que vaya más allá buscando el *magis* y lo mejor. Que sea un equipo capaz de resolver los problemas de manera efectiva, que sepa consultar, y considere a los otros como iguales de manera horizontal. Que el rector y su equipo trabajen para mantener comunidad educativa unida, con buenas relaciones y con buen clima de trabajo. (*Interviews*, 2009, p.132)

Empower an active leadership team committed to the mission of the Society of Jesus, who will go beyond searching for the *magis* (for more). A team that is capable of solving problems more effectively, and who seeks advice considering others, and who treats others as equals in a horizontal form. Further, the president and the team work together to keep the education community united, maintain good relationships in a good working climate. (*Interviews*, 2009, p.132)

In addition to these points, the administrators stated that the presidents represent their universities. The faculties indicated the presidents must be interested in the social problems of the area. Consequently, the president of a Jesuit university with the mission of serving faith and the promotion of justices, need to be a prophetic voice in society. Furthermore, the senior administrators maintained that a president of a Jesuit university needed to be wise, sincere, collaborative, intellectual, academic, professional and

spiritual. They emphasized the importance of presidents to be consistent with what they think, say and do in order to gain trust from their collaborators. Finally, the administrators and faculties concluded that the presidents' main responsibility is to promote the academic, moral and religious formation of the students and of the members of the university. Next, the administrative teams and faculty perceptions of the presidents' leadership styles will be reported.

Presidents' Leadership Styles

Table 18 reports the results of the one t-test sample of the administrators and faculty members' perceptions of their presidents' leadership styles in regard to authoritative, collaborative and delegative leadership. According to the results, the administrators and full-time faculty members perceived the presidents to exercise an authoritative leadership style "more frequently", in contrast to the presidents' perception of exercising this leadership style "less frequently". On the other hand, the results indicated agreement of perceptions between the presidents, and senior administrators and part-time faculty members.

In collaborative leadership style, the results showed statistical significance to find incongruency of perceptions between the presidents and their administrative teams and faculty members. The administrative teams and faculty members perceived their presidents to exercise a collaborative leadership style "less frequently", in contrast with the presidents' perceptions of exercising this leadership style "somewhat frequently". Finally, in delegative leadership style the results reported no statistical significance to find incongruency of perceptions between the presidents and their administrative teams

and faculty members in regard to exercising a delegative leadership style in their universities.

Table 18

Administrative Teams and Faculties Perceptions of Presidents' Leadership Styles

Authoritative Leadership						
Presidents	Mean Value	2.71				
Group Level	n	m	Std. Dev	t-test*	df	Sig. (p)
Senior Administrators	86	2.82	0.49	-1.94	79	0.143
Administrators	91	2.87	0.46	0.79	84	0.029
Full-Time Faculty	88	2.94	0.32	0.723	81	0.029
Part-Time Faculty	87	3.00	0.38	1.097	80	1.145
Collaborative Leadership						
Presidents	Mean Value	4.49				
Senior Administrators	86	3.76	0.64	-3.805	79	0.023
Administrators	91	3.63	0.59	-4.527	84	0.002
Full-Time Faculty	88	3.61	0.66	-3.950	81	0.004
Part-Time Faculty	87	3.38	0.65	-5.274	80	0.034
Delegative Leadership						
Presidents	Mean Value	4.04				
Senior Administrators	86	3.60	0.63	-2.440	79	0.071
Administrators	91	3.51	0.62	-3.132	84	0.336
Full-Time Faculty	88	3.55	0.53	-3.529	81	0.252
Part-Time Faculty	87	3.36	0.64	-3.63	80	0.148

Note: n = Number of respondents, m = Respondents Mean Value, Std.Dev. = Group Standard Deviation
df = Degrees of Freedom, and Sig/ p = Significance with 95% of Confidence Interval of the Difference and $p < .05$

These findings were consistent with the interview results. The interviews results indicated that the administrators and faculty members perceived their presidents to exercise an authoritative leadership style “somewhat frequently” in contrast with presidents’ perception of not exercising this leadership style in their universities. Similarly, the administrators and faculties perceive their presidents to be less collaborative and delegative, in contrast with the presidents who perceived themselves highly collaborative and delegative.

The administrators and faculties, who perceived the presidents to exercise an authoritative leadership approach, described them as being isolated, not open to received feedback, bureaucratic, and excessively institutional. Angel, a senior administrator, further explained that she perceived the president

Como líder, quiere tener todo bajo control. A mi parece que a veces impone su autoridad y genera temor en algunas personas. Percibo que esta tendencia le baja de motivación y la creatividad a mucha gente en varios ámbitos de la universidad. Tiene la idea que como rector tiene que revisar todo; y le tiene que dar el visto bueno a todo. A veces es muy difícil de entenderle también. Parece que no está seguro hacia dónde va. A veces pareciera que quiere que le adivinemos el pensamiento, y eso es muy difícil también. (Interviews, 2009, p.343)

As a leader who wants to keep everything under control. I feel that sometimes he imposes his authority and generates fear in some people. I perceived that this tendency discourages and lowers the creativity of the people in the university at different levels. He thinks that as president he has to review and approve everything. It’s hard to understand him. It seems that he would like us to read his mind, and that is very difficult. (Interviews, 2009, p.343)

On the other hand, administrators and faculties formulated that presidents’ with a collaborative and delegative leadership approach are identified by their good relationship with the members of the university at all levels. They perceived the presidents to be proactive, creative, and committed to work with their collaborators. The senior

administrators recognized that presidents with a collaborative and delegative leadership style respect the levels of authority in the institution. Canisio, an administrator, stated that his president

Ejerce bien su autoridad y su dirección. Percibo que tiene muy claro cuál es su rol como rector. Veo que no renuncia a esa responsabilidad y siempre nos consulta. Varias decisiones difíciles las ha consultado con las aéreas adecuadas. Yo me siento apoyado. (Interviews, 2009, p.28-29)

Exercises his authority and leadership well. I perceived that he is clear on his role as president. I have observed that he does not relinquish his responsibilities as president and he always seeks our advice. He has sought the advice of his team, in a number of difficult decisions. I feel supported by him. (Interviews, 2009, p.28-29)

In addition, administrators and faculty members agree that presidents who promote collaboration in their universities are very familiar with the policies of the Society of Jesus, and are leaders know what they are doing. They seek advice and always leave the door open to other possibilities. Moreover, the faculty members perceived that presidents with a collaborative leadership style were more inspirational and rather supportive.

In concluding, the administrators and faculty members suggested that some of the presidents, in particular Jesuits, needed more academic formation, leadership training, and administrative knowledge and experience. They believe that Jesuits need to gain their academic and leadership experience by teaching and ascending into administrative positions in the university, instead of being assigned directly to high leadership positions.

Overall, the findings indicated an incongruency in perceptions between the presidents, administrators and faculty members in regard to authoritative and collaborative leadership styles. The administrators and faculties perceived their presidents to exercise an authoritative leadership style more frequently than a collaborative

leadership style in their universities. Next, the administrative teams and faculty perceptions of the presidents' knowledge of the Jesuit mission will be reported.

Presidents' Knowledge of Jesuit Mission

Table 19 displays the results of the one t-test sample of the administrators and faculty members' perceptions of their presidents' knowledge of Jesuit mission in higher education. The results of the one t-test sample reported no statistical significance to find incongruency of perceptions between the presidents and their administrative team and faculty members. Therefore, the results indicated congruency of perceptions in regard to the presidents' knowledge of the Jesuit mission in higher education.

Table 19

Administrative Teams and Faculty Perceptions of Presidents' Knowledge of Jesuit Mission

Presidents	Mean Value	4.27					
Group Level	n	m	Std. Dev	t-test*	df	Sig. (p)	
Senior Administrators	86	3.99	0.57	-1.57	79	0.189	
Administrators	91	3.93	0.57	-2.07	84	0.232	
Full-Time Faculty	88	3.93	0.60	-1.48	81	0.340	
Part-Time Faculty	87	3.71	0.67	-2.351	80	0.074	

Note: n = Number of respondents, m = Respondents Mean Value, Std.Dev. = Group Standard Deviation
df = Degrees of Freedom, and Sig/ p = Significance with 95% of Confidence Interval of the Difference and $p < .05$

Consistent with these findings, the administrators and faculty members indicated at the interviews that presidents had a clear understanding and commitment to the Jesuit mission. They have observed this by the programs the presidents implemented in their universities. These programs are related to the Jesuit formation of the students, the

professional development of the members of the university, the presidents' commitment to social justice and their effort to network with other institutions to favor the poor.

Cordiera, a senior administrator, held that her president

Demuestra su conocimiento de la misión educativa de la Compañía de Jesús al trabajar duro por los objetivos de la universidad. Me parece que ha trabajado duro para que la universidad mantenga su esencia Ignaciana para siga siendo creativa, abierta y siga respondiendo a las necesidades de la realidad social de los más pobres. Yo he observado que él está entregado de manera personal, física, intelectual, y emotivamente con plenitud. Yo no había visto un rector tan apasionado como él. (Interviews, 2009, p.306)

Demonstrates his knowledge of the educational mission of the Society of Jesus by working hard to achieve the goals of the university. I believe he has worked hard to maintain the Ignatian essence of the university, so that the university will continue to be creative, open and continue to respond to the needs of the social reality of the poor. I have observed that he is fully committed to this personally, physically, intellectually, and emotionally. I have never seen a more passionate president than him. (Interviews, 2009, p.306)

In conclusion, the assessment of the presidents' knowledge of the Jesuit mission was found to be consistent with the views and perspectives of the administrative team members and faculties. Next, the administrative teams and faculty perceptions of the presidents' collaboration with others will be reported.

Presidents Collaboration with Others

Table 20 displays the results of the one t-test sample of the administrators and faculty members' perceptions of their presidents' collaboration with others. The results of the one *t*-test sample reported no statistical significance to find incongruency of perceptions between the presidents and their administrative and faculty members. Therefore, the results indicated congruency of perceptions in regard to the presidents' collaboration with others in their universities.

Table 20

Administrative Teams and Faculty Perceptions of Presidents' Collaboration With Others

Presidents	Mean Value	4.23				
Group Level	n	m	Std. Dev	t-test*	df	Sig. (p)
Senior Administrators	86	3.77	0.75	-2.21	79	0.072
Administrators	91	3.76	0.74	-2.68	84	0.143
Full-Time Faculty	88	3.60	0.73	-3.13	81	0.149
Part-Time Faculty	87	3.51	0.85	-3.31	80	0.114

Note: n = Number of respondents, m = Respondents Mean Value, Std.Dev. = Group Standard Deviation
df = Degrees of Freedom, and Sig/ p = Significance with 95% of Confidence Interval of the Difference and $p < .05$

Consistent with these findings, in the interviews the administrators and faculties indicated that their presidents carry out the mission of the university with them. They affirmed that their presidents promoted collaboration in their universities. The senior administrators observed that their presidents were connected with the members of the university. Similarly, administrators and faculty members acknowledged that lay presidents were very inspiring, highly collaborative and committed to the mission of the Society of Jesus. Canisio, a senior administrator, stated that from his personal experience,

Me he sentido conectado con el rector más por modelaje, porque él también da clases como nosotros, y toma cursos de cómo preparar las clases por materias. En ese sentido es otro académico, aparte de ser rector. (Interviews, 2009, p.30)

I feel connected with the president because of his modeling. He teaches classes like we do, and takes professional devolvment courses on how to prepare his classes. In this sense, he is another academician besides being the president. (Interviews, 2009, p.30)

Furthermore, the administrators claimed that a main factor of collaboration in their universities was that the presidents monitored their work process and results. They indicated that their presidents provided feedback and recommendations for the

improvement of their work. Senior administrators indicated that their presidents constantly empowered and supported the leadership team members of their universities. In turn, the leadership teams were encouraged to empower and support the members in their areas as well. The overall findings indicated congruency of perceptions between the presidents and their administrators and faculties. Next, the summary of findings will follow.

Summary of Findings

This study identified the self-perceptions of seven Jesuit university presidents in México in regard to their leadership roles; their leadership styles; their knowledge of the Jesuit mission of higher education; the extent that their leadership styles promote the Society of Jesus mission in higher education; and their collaboration with others in their universities. This section presents a summary of the results in accordance to the research questions pertaining to this study.

In regard to research question one, to what extent are Mexican Jesuit presidents knowledgeable of their roles in the Jesuit mission in higher education? The findings indicated that presidents had a strong knowledge of the guidelines pertinent to their role as stated by the ICAJE (1986). The presidents obtained high mean scores in preserving the Ignatian identity in their universities, promoting the development of a common vision, and supporting the Ignatian vision of the university. These findings revealed the presidents' commitment to their work in their universities. In addition, these findings were found to be consistent with the interview results. The presidents described the development of their roles in promoting teamwork in their universities and supporting the main areas of their universities such as: administration, academics, professional

development of the staff, the Jesuit formation of the students, and the Ignatian vision of the university.

Similarly, these findings showed congruency of perceptions between the presidents and their administrative teams and faculty members in regard to the presidents' leadership role in their universities. The results indicated that the administrators and faculty members perceived their presidents to be knowledgeable of their role as presidents of their universities. In addition, the administrators and faculties agreed with their presidents that part of their leadership role in the universities included the promotion of teamwork, supporting the main areas of the university, working closely with the administrators and faculty, and inspiring the mission and vision among all the members of the university.

The faculty members indicated the presidents must be interested in the social problems of the area. Consequently, the president of a Jesuit university with the mission of serving faith and the promotion of justice, need to be a prophetic voice in civic society. Furthermore, the senior administrators maintained that a president of a Jesuit university needs to be wise, sincere, collaborative, intellectual, academic, professional and spiritual. They emphasized the importance of presidents to be consistent in what they think, say and do in order to gain trust from their collaborators. Finally, the administrators and faculty members concluded that the presidents' main responsibility is to promote the academic, moral and religious formation of the students and of the members of the university.

In regard research question two, what are the leadership styles of Mexican Jesuit University Presidents? The findings indicated that the presidents exercised a collaborative

and delegative leadership style “somewhat frequently” as opposed to exercising an authoritative leadership style “less frequently”. The presidents who exercised a collaborative leadership style were characterized by the following aspects: presidents’ support the participation of the members of the university in decision making at different levels; the presidents’ seek advice for decision making processes, and the presidents promote a good work environment in the university. In a delegative leadership style approach, the presidents delegated authority and responsibilities to their collaborators. Presidents allowed them freedom and room for creativity in their work. In an authoritative leadership style, the presidents stated that their role was to monitor the work of their collaborators to ensure their good performance. They maintained that part of their authority was to retain the final decision for relevant issues in their universities.

In contrast with these findings, the results of the administrative team members and faculty members indicated incongruence of perceptions between their presidents. The administrators and full-time faculty members perceived the presidents to exercise an authoritative leadership style “more frequently”, in contrast to the presidents’ perception of exercising this leadership style “less frequently”. In collaborative leadership style, the results showed statistical significance to find incongruency of perceptions between the presidents and their administrative teams and faculty members. The administrative teams and faculty members perceived their presidents to exercise a collaborative leadership style “less frequently”, in contrast with the presidents’ perceptions of exercising this leadership style “somewhat frequently”. Finally, in delegative leadership style the results reported no statistical significance to find incongruency of perceptions between the

presidents and their administrative teams, and faculty members in regard to exercising a delegative leadership style in their universities.

These findings were consistent with the interview results. The administrators and faculty members perceived their presidents to exercise an authoritative leadership style more frequently than those who promoted a collaborative leadership style in their universities. In regard to delegative leadership style, the results indicated congruency of perceptions between presidents and their administrative team members and faculty members. The presidents claimed that they did not take major decisions without consulting their leadership teams and other levels of administration. They stated that their leadership goal was to promote collaboration among the members of the university, and to respect their levels of authority. Consequently, the presidents believe that the Jesuit identity of the university would depend in the future on lay collaborators who are more closely identified with the Jesuit mission in higher education.

The administrators and faculty members, who perceived their presidents exercising an authoritative leadership approach, described them as being isolated, not open to received feedback, as well as being bureaucratic and excessively institutional. On the other hand, presidents' with a collaborative and delegative leadership approach were perceived having a good relationship with the members of the university at all levels. The administrative teams and faculty members perceived their presidents to be proactive, creative, and committed to work with their collaborators. In addition, administrators and faculty members agreed that presidents who promote collaboration in their universities were more familiar with policies of the Society of Jesus, and were perceived as leaders who sought advice and always left their doors opened to other possibilities. Moreover,

the faculty members perceived that the presidents with a collaborative leadership style were more inspirational and supportive.

In addition, the administrators and faculty members stated in the interviews that they perceived that Jesuit presidents needed to have more academic formation, and more leadership and administrative training and experience. They suggested that Jesuits needed to gain more academic and leadership experience first by teaching and then, in time, ascend to administrative positions in the university, instead of being assigned directly to higher positions of leadership. Administrators and faculty members observed that this would allow Jesuits to work more closely with members of the university and guarantee continuity of the Jesuit mission they are being asked to carrying out.

In regard to research question three, to what extent are Mexican Jesuit University Presidents knowledgeable of the Jesuit mission in higher education? The findings indicated that the presidents were knowledgeable of the Jesuit mission in higher education and committed to its implementation at their universities. The presidents results showed an strong agreement to the statements related to Jesuit mission in higher education as described in the CJE by ICAJE (1986)) and JCUS (2002). These findings demonstrated that the presidents were knowledgeable of the guidelines pertinent to this mission.

Consistent with these findings, the presidents expressed in the interviews that the mission of the Society of Jesus was the service to faith and the promotion of justice. For a Jesuit university, they asserted that the mission of the Society of Jesus in higher education was to form people with a vision of a more just society. To achieve this goal, the presidents claimed that their students needed to receive a solid academic formation

based on ethical, moral, and religious values. They agreed that Jesuit education intends to transform our world by promoting social justice, working for the dignity and equality of the poor. Further, Presidents claimed that the practical applications of the mission of the Society were reflected in their universities through an integral formation of the students, the Ignatian Pedagogy paradigm, promoting the culture, and fostering the professional and spiritual development of the faculty, staff and administration.

The comparison of the presidents' perceptions with their administrators' and faculty members' was found to be congruent. In the interviews the administrators and faculty members indicated that presidents had a clear understanding of the Jesuit mission. They have observed this by the programs the presidents had implemented in their universities. These programs relate to the Jesuit formation of the students, the professional development of the members of the university, the presidents' commitment to social justice and their effort to network with other institutions to favor the poor.

In regard to question four, to what extent do the leadership styles of Mexican Jesuit university presidents promote the Society of Jesus' mission in higher education? The findings indicated that the presidents' leadership role promoted the Jesuit mission when they exercised a collaborative and delegative leadership style in their universities. The presidents' descriptions of the Jesuit mission and their practical implementations in their universities, such as academic activities, formation programs, and university structures, demonstrated the presidents' commitment to the achievement of the Jesuit mission in higher education. Similarly, the administrative team and faculty members perceived the presidents to be committed to the mission of the Society of Jesus.

In regard to research question five, to what extent Mexican Jesuit university presidents collaborate with others? The findings indicated that the presidents collaborated with others more frequently in their universities. The results showed that the presidents emphasized the importance of carrying the Jesuit mission with others by promoting collaboration in their universities, by receiving formal advice and establishing a Jesuit-lay partnership based on a common mission, and by promoting the professional development and Ignatian formation of their collaborators.

These findings were consistent with the interviews. The results indicated congruency of perceptions between presidents and their administrative team members and faculty members with regard to the presidents' collaboration with others in their universities. The presidents maintained that their relationships with their collaborators were based on trust, respect and support of their work. They acknowledged that their lay collaborators enrich Jesuit education with their professional and personal perspectives. Consequently, the presidents maintained their commitment to continue supporting the active participation of their collaborators in the work in the university. They stressed the need to continue building the university community, to keep building trust and continue encouraging teamwork among the members of the university. Next, Chapter V presents the conclusions, implications, and recommendations based on these findings.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMENDATIONS

Overview

The purpose of this study was to identify the self-perceptions of seven Jesuit university presidents in México with regard to the following aspects 1) their leadership roles; 2) their leadership styles; 3) their knowledge of Jesuit mission in higher education; 4) the extent their leadership styles promote the Society of Jesus' mission in higher education, and 5) their collaboration with others in their universities. In addition, the researcher investigated the perceptions of the administrative teams and faculty members of their respective presidents in regard to the above categories. Subsequently, the perceptions of the presidents and their administrative teams and faculty members were compared for congruency.

The presidents and a selected group of administrators and faculty members from each Jesuit university participated in a two-fold research process: first by completing the researcher-designed survey (Appendixes A, B, C & D), and second, by participating in face-to-face interviews following a researcher-designed open-ended interview guide (Appendixes E, F, G & H). The instruments gathered the participants' perceptions in regard to the above categories. The data was collected and analyzed in accordance to the research questions of this study. The results of the study revealed the following conclusions.

Conclusions

President Leadership of Role

The findings indicated that the presidents had strong knowledge of their leadership roles in their universities as indicated in the in Characteristics of Jesuit Education (CJE) by the International Commission on the Apostolate of Jesuit Education (ICAJE) (1986). The presidents obtained a low mean score in the area of promoting the Christian inspiration in their universities, and high mean scores in supporting the Ignatian identity of the university, the developing a common vision, and sharing responsibilities with their collaborators. These findings revealed that the presidents strongly emphasized the Ignatian identity of their universities and sharing responsibilities with their collaborators. The presidents maintained the importance of promoting teamwork and the need of supporting their collaborators in main areas of their universities, such as: administration, academics, professional development of the staff, the Jesuit formation of the students, and the Ignatian vision of the university. They strongly agreed that in order to achieve teamwork and to integrate the main areas of their universities, they needed to work closely with their collaborators and support their work.

Similarly, these findings were consistent with the perceptions of the administrative teams and faculty members. The results indicated that the administrators and faculty members perceived their presidents to be knowledgeable of their role as presidents of their universities. In addition, the administrators and faculty members of the seven universities agreed with the presidents that their role included the promotion of teamwork, supporting the main areas of the university, working closely with the

administrators and faculty, and inspiring the mission and vision of each university to all the members of the university community. The faculty members indicated that the presidents must be interested in the social problems of the locale. Consequently, the president of a Jesuit university, with the mission of serving faith and the promotion of justices, need to be prophetic voice in society. Furthermore, the senior administrators maintained that a president of a Jesuit university should be wise, sincere, collaborative, intellectual, academic, professional and spiritual. They emphasized the importance of presidents being consistent with what they think, say and do in order to gain trust from their collaborators. Finally, the administrators and faculty members concluded that the presidents' main responsibility is to promote the academic, moral and religious formation of the students and of all the members of the university.

In addition, the presidents reported that their success as presidents at a Jesuit university relied on the professional contribution of their collaborators expertise and their commitment to the mission of the Society of Jesus in higher education. The presidents and their administrative team members and faculty concurred that the following factors were the foundation of their work in the realization of the Jesuit mission: the ability to envision the work of the universities in short, mid- and long- term planning; to have a strategic plan and continuously evaluate the plan; to promote teamwork and enhance the professional development of the members of the university; to work for the academic excellence and integral formation of the students; to support and mentor the leadership team members, as well as the administrators and faculty; to keep supporting the universities' commitment to the service of faith and the promotion of justice. These

factors aligned with the mission and guidelines of the Society of Jesus (SJ). The ICAJE (1986) indicated that,

in Jesuit education, the criterion of excellence is applied to all areas of [university and] school life: the aim is the fullest possible development of every dimension of the person, linked to the development of a sense of values and a commitment to the service of others which gives priority to the needs of the poor and is willing to sacrifice self-interest for the promotion of justice. The pursuit of academic excellence is appropriate in a Jesuit school [and university], but only within the context of human excellence. (¶107)

Therefore, the full development and growth of the human person by academic excellence is one of the goals that both the Catholic Church and the Society of Jesus share in education (ICAJE, 1986; Pope Benedict XVI, 2008a; Pope John Paul II, 1990). Similarly, the 34th General Congregation (GC 34) of the SJ (1995) maintained that the mission of the Society of Jesus, as a religious order in the Catholic Church, is “the service of faith and the promotion of justice” (¶39). The Society of Jesus understands its mission of service founded on a “faith commitment to God expressed in terms of following Christ” (ICAJE, 1986, ¶111). The ICAJE elaborated that

The decision to follow Christ, made in love, leads to a desire to always do “more” –enabling us to become multiplying agents. The desire, in turn, is converted into the necessary personal preparation in which a student dedicates himself or herself to study, to personal formation, and ultimately to action. (¶111)

Thus, Jesuit education is oriented to the formation of individuals, who by their full development and growth will become men and women for others, men and women committed to the promotion of justice as part of their faith experience (Arrupe, 1974; ICAJE, 1986; Kolvenbach, 1986, 1990). Nicolás (2009), current Superior General of the SJ postulated that

Issues such as poverty, globalization, peace, unemployment, education require us to work with so many others of good will and good heart, well educated men and women with excellent training and skills for cooperative planning and

international networking. We are blessed to cooperate with them for the good of all humankind. However, such cooperation underlines the need of a universal dimension in all we do. (p. 2)

Consequently, collaboration and teamwork are fundamental in Jesuit universities and institution in order to achieve the challenges of the mission of the Society of Jesus (Arrupe, 1974; Kolvenbach, 1986, 1990; Society of Jesus, 1995, 2008).

Presidents' Leadership Styles

The findings indicated that the presidents exercised a collaborative and delegative leadership style “somewhat frequently” as opposed to exercising an authoritative leadership style “less frequently”. The presidents who exercised a collaborative leadership style emphasized the following aspects: supporting the participation of the members of the university in decision making at different levels, seeking advice for decision making processes, and promoting a pleasant work environment in the university. In delegative leadership style approach, the presidents granted authority and responsibilities to their collaborators, and allowed them freedom and room for creativity in their work. In authoritative leadership style approach, the presidents stated that they closely monitored their collaborators to ensure their good performance, and they always retained the final decision in their universities.

The findings indicated incongruency between the perceptions of the administrative teams and faculty members and their presidents. The administrators and full-time faculty members perceived the presidents exercising an authoritative leadership style “more frequently” in contrast to the presidents’ perception of exercising this leadership style “less frequently”. In collaborative leadership style, the results

demonstrated statistical significance to find incongruency of perceptions between the presidents and their administrative teams and faculty members. The administrative teams and faculty members perceived their presidents to exercise a collaborative leadership style “less frequently”, in contrast with the presidents’ perceptions of exercising this leadership style “somewhat frequently”. Finally, in delegative leadership style the results reported no statistical significance to find incongruency of perceptions between the presidents and their administrative teams and faculty members in regard to exercising a delegative leadership style in their universities.

These findings were consistent with the interview results. The administrators and faculties perceived their presidents to exercise an authoritative leadership style more frequently than a collaborative leadership style in their universities. In regard to delegative leadership style, the results indicated congruency of perceptions between presidents and their administrative teams and faculty members. The presidents claimed that they did not make major decisions without consulting their leadership teams and other levels of administration. They stated that their leadership goal was to promote collaboration among the members of the university, and to respect their levels of authority. Finally, the presidents indicated that the Jesuit identity of the university will depend in the future on lay collaborators who are more identified with the Jesuit mission in higher education.

The administrators and faculty members, who perceived the presidents to exercise an authoritative leadership approach, described them as being isolated, not open to receive feedback, and being bureaucratic and excessively institutional. According to Kouzes and Posner (2003) a downfall of an authoritative leadership approach consists of

“high ranking leaders being tempted by excessive pride and being easily seduced by the power and importance of their position of authority” (p.100). Another downfall of authoritative leadership approach is bureaucracy. Greenberg and Baron (2008) stated that “bureaucracy is based on a rigid authority and a vertical structure which limits and conditions the establishment of horizontal relationships and teamwork” (p.15). Furthermore, Greenberg and Baron suggested that an authoritative leadership approach and a bureaucratic structure of any organization for any institution today are not recommended. Further, Greenberg and Baron explained that this happens because the boundaries of those who make the decisions and those who execute them are well delineated and structured, and do not allow the executors to take initiatives nor to be creative as they work to achieve their organizational goals.

On the other hand, presidents’ who have a collaborative and delegative leadership approach were perceived as enjoying a good relationship with the members of the university at all levels. The administrative teams and faculty members perceived these presidents to be proactive, creative, and committed to work with their collaborators. In addition, administrators and faculty members agreed that presidents who promote collaboration in their universities were very familiar with policies of the Society of Jesus, and perceived as leaders who seek advice and always leave the door open to other possibilities. Moreover, the faculty members perceived that the presidents with a collaborative leadership style were more inspirational and supportive.

According to Greenberg and Baron (2008), Hiller, Day and Vance (2006) collaborative leadership is a relational process in which members of an organization, as a group, share common responsibilities, common objectives, and a common vision and

mission for the institution. This type of leadership implies that every member of the group identifies with the organization's mission, vision statement, and objectives. As a result, every member of the organization assumes leadership responsibilities. The members of an organization feel part of the institution and take ownership and pride in their work (Hiller, Day & Vance, 2006). Therefore, the success of the mission of the Society of Jesus in higher education for a Jesuit university will ultimately depend on the effectiveness of the university presidents' leadership, and their ability to include their collaborators as part of a team in a common mission (SJ, 2008; Jesuit Conference of the United States, 2002).

Finally, the administrators and faculty members indicated that some of the presidents, in particular Jesuits, needed more academic formation, and more leadership and administrative training and experience. They suggested that Jesuits should gain more academic and leadership experience by teaching and before taking on the responsibilities of administration in the university, instead of being directly assigned to positions of leadership. Administrators and faculty members observed that this would allow Jesuits to work more closely with the members of the university before taking a leadership position and thus securing the support of their collaborators and faculty members with the university community. According to Kellett, Humphrey and Sleeth (2006), for an organization to succeed, special attention must be given to the influence that leaders have on their followers in an organization. Similarly, for a Jesuit University to succeed in its mission in higher education and to attain its institutional goals, special attention needs to be given to preparing university presidents because of the influence they have on their collaborators. The presidents are the main leaders of the universities. They are expected

to provide inspiration to the members of the university and to promote the Ignatian charism. Presidents must enhance the Catholic identity of the university, promote the development of a common vision, and preserve the unity of all the members of the university (Duminuco, 2000, ICAJE, 1986, Kolvenbach, 1990). Furthermore, John O'Malley (2008) stated that

Leadership is a gift difficult to analyze, but it consists to a large extent in vision, in the ability to see how at a given juncture change is more consistent with one's scope than staying the course. It consists as well in the courage and self possession required to make the actual decision to change and to convince others of the validity and viability of the new direction. (p. 376)

According to Hiller et al. (2006), collective participation requires the acknowledgement that a team contributes more to the organization than the capabilities of an individual alone. In addition, Hiller et al. claimed that the logical next step for the organization or institution is to provide orientation, training and continual professional development to all member (Hiller et al. (2006). However, McCauley and Velsor (2004) claimed that orientation, training, and continual professional development would not be effective if the members of the organization did not integrate their "learnings into a unified sense of purpose and direction" (p. 21). Therefore, providing a sense of purpose and direction, the organization will develop a strong workforce that will lead to the achievement of its institutional goals.

McCauley and Velsor (2004) stated that "leadership must reflect the nature and purpose of the institution and be exercised in conformity with the mission and structure being served" (p. 162). For Jesuit universities, this sense of direction and purpose is founded and inspired by the mission of the Society of Jesus and its Ignatian charism. Therefore, presidents in Jesuit universities must be capable of inspiring all their members

and uniting them as a community that shares the vision and mission of the Society. By doing so, the presidents will not only guarantee a higher quality of education at a Jesuit university, but will be able to achieve the goals of the mission of the Society of Jesus through collaboration with others (Birnbaum, 1990; Bono & Illies, 2006; Hiller et al., 2006; ICAJE, 1986; JCUS, 2002).

The ICAJE (1986) indicated that the role of the president of a Jesuit institution is that of an “apostolic leader” (§ 139). The president is expected to exercise a leadership of inspiration, to promote and share the Ignatian vision, to guide the administrators and faculty toward the realization of the mission of the Society of Jesus. In addition, the Society of Jesus (1967, 1975, 1995, 2008) emphasized the importance of lay collaboration and their leadership role in the mission of the Church. The Society of Jesus (1967) in the 31st GC encouraged Jesuits to establish professional and spiritual relationship with lay collaborators who minister in Jesuit institutions and apostolates. In supporting and promoting lay collaboration, the Society of Jesus maintained that

In the same spirit, in order that a greater respect may be had for the responsibility of laymen in the Church, let the Society examine, whether some works begun by us might be turned over to competent laymen for the greater good of the Church. In all things, we should promote an apostolic brotherhood with the laity, based on the unity of the Church’s mission. (SJ, 1967, § 588)

Furthermore, the Sacred Congregation of Catholic Education (SCCE) (1982) acknowledged that Catholic schools’ and ultimately Catholic universities’ success will depend on lay collaboration. For the SCCE lay collaborators “are called in a special way to make the Church present and active in those places and circumstances where only through them [the Church] can become the salt of the earth” (§9). Furthermore, the SCCE explained that part of the lay vocation is to ensure that the people of God will be able to

receive the good news of the gospel helped by their “initiative and creativity, their competent, conscientious and ungrudging contribution” (¶9).

In conclusion, the results revealed that in spite of the presidents’ knowledge of their role in the Jesuit mission in higher education, individual leadership styles depended on the presidents’ professional experiences, understanding of their roles, and their perceptions and approaches to the institution (Bensimon, 1990; Bodan & Blinken, 2007). The findings suggested that the success of the Jesuit universities and of the mission of the Society of Jesus in higher education relies on a collaborative leadership approach and teamwork. In addition, leadership training and mentorship are essential to strengthen the professional standards of the presidents’ and their collaborators’ leadership practices.

Knowledge of Jesuit Mission in Higher Education

The findings indicated that the presidents were knowledgeable of the Jesuit mission in higher education and committed to its implementation at their universities. The presidents’ results showed that they had a strong agreement to the statements related to Jesuit mission in higher education as described in the CJE by ICAJE (1986)) and JCUS (2002). This finding demonstrated that the presidents were knowledgeable of the guidelines pertinent to this mission.

Consistent with these findings, the presidents stated in the interviews that the mission of the Society of Jesus was service to faith and the promotion of justice. For a Jesuit university, they believed that the mission of the Society of Jesus in higher education was to form people with a vision of a more just society. To achieve this goal, the presidents claimed that their students needed to receive a solid academic formation

based on ethical, moral, and religious values. They agreed that Jesuit formation intends to transform our world by promoting social justice, and working for the dignity and equality of the poor. Further, Presidents claimed that the practical application of the mission of the Society of Jesus was reflected in their universities in the integral formation of the students by the application of the Ignatian Pedagogy paradigm, by the promotion of the culture, and by the promotion of the professional and spiritual development of the faculty, staff and administration.

Consistent with these findings, the administrators and faculty members indicated that their presidents had knowledge and a clear understanding of the Jesuit mission. They have observed this by the programs the presidents have implemented in their universities. These programs are related to the Jesuit formation of the students, the professional development of the members of the university, the presidents' commitment to social justice and their effort to network with other institutions to favor the poor.

The overall results indicated congruency of perceptions between the presidents and their administrative team and faculty members. In addition, the findings demonstrated that the presidents, administrative team and faculty members were knowledgeable of the Jesuit mission in higher education. They were clear in their understanding that a Jesuit university embodies the mission of the Society of Jesus based on the service to faith and the promotion of justice. In its mission, each university seeks excellence in its education and the full development of its students. A Jesuit university is recognized by its academic excellence and rigor, by its structure and organization, by its Jesuit formation, and by its cultural activities. In addition, the university should be distinguished by the various forms of service it gives to the needs of society and the

Church. Therefore, a Jesuit university rooted in its Ignatian foundations and capable of carrying on the mission of the Society of Jesus, will make meaningful contributions to the contemporary needs of society and the Church.

Extent of Presidents' Leadership Styles in Promoting the Society of Jesus' Mission in Higher Education

The findings demonstrated that the leadership styles were a determining factor for the achievement of the Jesuit mission in their universities. The findings indicated that the presidents' leadership role and leadership promote the Jesuit mission when the presidents exercise a collaborative and delegative leadership style in their universities. The presidents' descriptions of the Jesuit mission and their practical implementations in their individual universities demonstrated that they were committed to achieve the Jesuit mission in higher education. Similarly, the administrative team and faculty members perceived that the presidents were faithful to this commitment.

The findings delineated that the presidents with greater knowledge of their role and of the Jesuit mission, and exercising a collaborative leadership style were achieving the Jesuit mission more effectively in partnership with their collaborators. Presidents' who exercised a more collaborative leadership approach acknowledged the significant contribution of their lay collaborators in the university. They explained that the success of the universities and the achievement of their institutional goals were owed to the professionalism and effective leadership of their collaborators at different levels. In recognizing this, the presidents admitted that their authority was exercised through their administrators' leadership at all levels and faculty in the university.

The presidents realized that in order to achieve the mission of the Society in the university, they needed to consider, with the participation of their administrative team members and faculty, some relevant factors. Among these factors, they indicated the ability to achieve their institutional goals in short, mid- and long-term plans, based on a common strategic plan. Another crucial consideration was the development of teamwork, and the enhancement of the professional development of the members of the university community. These presidents asserted that attention to these factors would benefit the students' formation and the academic excellence of the university.

The overall results revealed that an authoritarian leadership will limit the achievement of the Jesuit mission and the universities' institutional goals. The findings proposed that a collaborative leadership style and a teamwork approach will empower the universities' organizational structures, and will result in better institutional outcomes and achievement of the Jesuit mission (Clark, 2003; Kouzes & Posner, 2003; Greenberg and Baron, 2008).

Presidents Collaboration With Others in Their Universities

The findings indicated that the presidents frequently collaborated with others in their universities. The results showed that the presidents promoted collaboration in their universities by delegating authority and responsibilities to the members of the university, by receiving formal advice from their collaborators, and by establishing a Jesuit-lay partnership based on a common mission. In addition, the presidents held that professional development and Ignatian formation was the basis of their work in the university. These findings were consistent with the interviews. The results indicated congruency of perceptions between presidents and their administrative team and faculty members in

regard to the presidents' collaboration with others in their universities. The presidents maintained that their relationships with their collaborators was based on trust, respect and supporting their work. They acknowledged that their lay collaborators enriched Jesuit education with their professional and personal perspectives.

Consequently, the presidents maintained their commitment to keep supporting the active participation of their collaborators in the work in the university. They stressed the need to continue to integrate the university community, to build trust and to support teamwork among the members of the university.

Finally, the presidents identified a series of challenges in promoting collaboration in their universities. They outlined the need of clarifying job descriptions in order to mitigate confusions, misunderstandings, and false expectations. The presidents noted the need to improve the channels of communication among the members of the university in order to achieve greater integration and collaboration. Another challenge expressed by the presidents was the promotion of professional and spiritual development programs for administrators, faculty and staff. Presidents believed that working on these challenges may help the education community of the university to have greater agreement with the mission of the Society of Jesus and Ignatian charism (CPAL, 2008; ICAJE, 1986; JCUS, 2002; SJ, 1967, 1995, 2008).

In supporting these findings, the Society of Jesus (2008) stated that lay collaboration was an essential factor for the effectiveness of the realization of the mission of the Society of Jesus. The Society stressed the importance of building a partnership of collaboration between Jesuits and lay men and women who sympathize with the mission of the Society of Jesus. In this partnership, the Society recognized that the laity enriches

the apostolate of the Society of Jesus and enhances service to the Church. Consequently, Jesuits are encouraged to establish a close relationship of collaboration with their lay colleagues and to promote their participation in the university (SJ, 2008).

Furthermore, according to the ICAJE (1986), a president is expected to exercise a leadership of inspiration. The president must be able to promote and share the Ignatian vision to all the members of the university. He must guide the administrators and faculty toward the realization of the mission of the Society of Jesus. In addition, president must fulfill his institutional responsibilities described by the university policies. Therefore, a president faithful to his leadership role and capable to collaborate with others will be effectively to accomplish the mission of the Society of Jesus in a Jesuit university (ICAJE, 1986; JCUS, 2002; SJ, 1967, 1995, 2008).

Implications

The findings of this study indicated that congruency of perceptions between presidents and their administrative teams and faculties were crucial for the achievement of the Jesuit mission. For Bensimon (1990) it is important that the members of a university come together as a team to achieve their objectives. Bensimon further stated that teamwork and collaboration need to be built on trust and aligned with a mission and vision. Therefore, a president of a university needs to team up with their collaborators and inspired with them the vision and mission of their institution (Bensimon, 1990).

Thus, Bensimon (1990) asserted that it is relevant for presidents to be aware of their personal ideas and how they perceive themselves because of the influence and impact their ideas and perceptions have on their collaborators and the institution.

Consequently, the presidents' self-perceptions of their roles and leadership will definitely determine the type of relationship they will establish with their collaborators.

Following Bensimon (1990), the findings of this study demonstrated that the presidents' self-perception's of their roles, leadership styles, knowledge of the Jesuit mission in higher education and collaboration with others, had a significant effect in their relationship with their administrative team and faculty. Presidents whose perceptions agreed with those of their administrators and faculty members demonstrated a close relationship with the members of their university, inspired their collaborators, and exercised a collaborative leadership style. Conversely, presidents who differed from the perceptions of their administrative team and faculty members were perceived to be bureaucratic, inaccessible and to exercise an authoritative leadership style.

Furthermore, the results indicated that Jesuit presidents were perceived to be limited in their leadership skills by their administrative team and faculty members. Additionally, the Jesuit presidents were perceived to be less collaborative with others, authoritative and bureaucratic in their leadership approach. In contrast, the lay presidents were perceived to be more collaborative, inspiring, connected with university community, and committed with their administrators and faculty members to the realization of the Jesuit mission.

The perceptions of the presidents, the administrative team and faculty members suggested that Jesuit presidents needed to be mentored by their administrators and faculty members who have more academic experience and knowledge of the institution. Another suggestion was that Jesuits should have professional leadership and administrative training. In addition to leadership training and administrative formation, the

administrators and faculty members believed that Jesuits needed to work in a university at different levels before becoming presidents. Senior administrators urged Jesuit presidents to connect more with the academic area of the university and to establish closer relationships with the faculty and researchers with the goal of enhancing their academic experience. Furthermore, the administrators recommended future Jesuits presidents should build their careers within the university by holding different positions and gaining more administrative experience before reaching the presidency.

These findings agreed with Bensimon (1990) who postulated that congruency of perceptions between presidents and their collaborators results in greater achievement of institutional goals. Further, McCauley and Velsor (2004) stated that “individuals can no longer accomplish leadership tasks by virtue of their authority or their own leadership capacity” (p.21). McCauley and Velsor believed that in order for organizations to succeed and achieve their institutional goals, they need to consider teamwork as their main approach to leadership. Furthermore, Hiller, Day and Vance (2006) maintained that collective team performance draws people together when they are sharing common goals, visions and mission in an institution. They suggested that leaders in an organization need to realize that a team contributes more to the institution than the abilities of one individual alone (Hiller et al., 2006).

According to Greenleaf (1977) leaders are there to serve, and once they acknowledge their roles as servants, they will be ready to lead. Greenleaf (1977) further explained that a servant leader will help his/her teammates develop professionally, become better, more responsible and committed people within their institution. As a result, teammates will draw on the example of their leader and become servant leaders as

well. Therefore, a Jesuit president who wants to lead in collaboration with others may need to reduce his reliance on authority and control inherent to his office in order to become one who serves.

According to Maxwell (2007) if the leader is strong, the organization will be strong, but if the leader is weak, the organization is limited. Maxwell suggested that training and formation as a possible solution for the professional development of leaders and their team members for the success of their institution. In addition, Kouzes and Posner (2003) affirmed that training and formation are essential for individuals who serve in an institution if they are to develop high leadership skills and obtain greater knowledge of organizational leadership. Therefore, academic formation and leadership training, as well as administration work experiences may aid Jesuits and other candidates for university presidencies to acquire the skills and professional development necessary for a position that is so important for the realization of the mission of the Society of Jesus and its effectiveness in México.

The results revealed that in spite of the presidents' knowledge of their role and of the Jesuit mission in higher education, the leadership style depended on the presidents' professional experience, understanding of their role, their perceptions and approach to the institution. However, the findings suggested that the success of the Jesuit universities and of the mission of the Society of Jesus in higher education relies on a collaborative leadership approach and teamwork. If these conditions are not met the Jesuit universities, as an organization, will less likely fulfill their institutional goals (Bensimon, 1990; Bodan & Blinken, 2007). Therefore, it is important for presidents to realize that

leadership training and mentorship are essential to strengthened and professionalize the organization's members leadership practices (Bensimon, 1990; Bodan & Blinken, 2007).

Another finding showed the mission of the Society of Jesus inspired the presidents and their administrative team and faculty members. The presidents and their collaborators agreed that the mission of the Society of Jesus has served as the foundation of their work in their universities. In addition, presidents, administrative teams and faculty members indicated the need to emphasize the Ignatian charism in their universities and to enhance the mission of the Society of Jesus in their universities. Therefore, presidents are responsible, as part of their leadership role in Jesuit University, to inspired the Ignatian charism to all the members of the university (ICAJE, 1989). Furthermore, Pope John Paul II (1990) emphasized that a Catholic university should pursue its objectives and goals in a formation that promotes an "authentic human community animated by the spirit of Christ" (§21). He further explained that

as a result of this inspiration, the community is animated by a spirit of freedom and charity; it is characterized by mutual respect, sincere dialogue, and protection of the rights of individuals. It assists each of its members to achieve wholeness as human persons; in turn, everyone in the community helps in promoting unity, and each one, according to his or her role capacity, contributes towards decisions which affect the community, and also towards maintaining and strengthening the distinctive Catholic character of the institution. (§21)

Thus, a Catholic-Jesuit university founded on these qualities and principles would not only strengthen its Catholic and Jesuit identity, but would participate more actively in the mission of the Church.

Recommendations for Future Research

Based upon the results of this study, the following recommendations may be considered for further research:

1. That further studies and investigation be conducted in the area of Jesuit higher education to develop a better understanding of Jesuit leadership and of the mission of the Society of Jesus in the area of higher education.
2. That a replication of this study be conducted at the Jesuit secondary schools to learn more about the school presidents' leadership effectiveness and to identify the needs and achievements of the schools.
3. That a replication of this study be conducted in universities of other Provinces of the Latin American Assistancy to learn more about their leadership styles in Jesuit higher education and their formation programs for Jesuit university leaders and administrators.
4. That a replication of this study be conducted in Jesuit universities of the United States Assistancy to learn more about their leadership in Jesuit higher education and their formation programs for Jesuit university leaders and administrators.
5. That a similar study be conducted at public higher education in México, with the necessary adaptations, to compare the findings to those of the Jesuit education system in the Mexican Province and other provinces worldwide.
6. That a study is conducted to measure the effectiveness of professional development programs and mentorship opportunities for administrative team and faculty members of Jesuit university collaborators.
7. That a study be conducted on Jesuit leadership and governance inside the Mexican Province that would aid the provincial and his team of superiors in

learning more about how their leadership is exercised and how they are perceived by the Jesuits of their communities.

Recommendations for Future Practice

The data from this study suggested the following recommendations:

1. To promote Jesuit academic and administrative experience in higher education. The findings of this study indicated that it is relevant that Jesuits gain more academic and administrative work experience in a university at different levels of administration before becoming presidents. This would help Jesuits to connect more with the academics and establish closer relationships with faculty and staff.
2. To create formation and training programs for present and future presidents. The findings of this study indicated that this is very important for the effectiveness of the presidents' leadership and the realization of the mission of the Society of Jesus in higher education. These professional development programs should include current presidents and provide formation for future candidates for the presidency of Jesuit institutions.
3. To design a mentorship program for new and continuing Jesuit presidents at province and university levels to assist them and advise them in their first years of leadership.
4. To have presidents, former presidents, and the provincials' assistant in the area of education serve as mentors for future Jesuit and lay administrators.

5. To create formation and training programs that would include crucial topics for Jesuit leadership development. The continual professional development and formation programs should include subjects such as administration, finances, and leadership qualities. Naturally, Catholic and Jesuit identity should be emphasized, and provide work experience opportunities in one or more Jesuit universities where candidates can learn from presidents and senior administrators.

6. To create a succession plan that considers the selection, formation and training of future Jesuits and lay candidates for presidency positions for universities and schools. The Provincial of the Mexican Province with the help of the assistant in the area of education and consulting board members can design this succession plan. This plan may include a formation program for the new presidents and a continual professional development plan for continuing presidents

7. To implement a succession plan in each university to prepare future leaders at the university level. This plan would provide formation and training programs for Jesuits and lay collaborators ministering in the university. These programs should be designed to prepare Jesuits and lay for future administrative positions, and build up a pool of candidates to meet the administrative needs of the university. This same practice would benefit other Jesuit apostolates as well.

8. To evaluate the leadership and administrative performance of university and school presidents and of those holding leadership positions in the Mexican Province. These evaluations will help the provincial to identify potential needs of formation, training, and mentorship. The evaluations and assessments would

provide information on the effectiveness and impact of Jesuit ministry in the area of education as well as in other areas.

9. To promote gatherings of Jesuits in higher education. This gathering can be run under the direction of the provincial, his assistant, and university presidents to discuss and reflect on the purpose and characteristics of presidents' roles and leadership based on the guidelines of the Society of Jesus.

10. To foster collaboration between Jesuit universities and schools to mutually support formation programs, workshops and conferences that will enhance the formation and professional development of their collaborators.

11. To develop general protocols and hiring procedures to benefit universities and other Jesuit institutions when hiring professionals to fulfill position requirements.

12. To develop orientation and mentoring programs to initiate new hires into the university system and help them understand the mission, vision and strategic planning of the university. Those orientation programs should consider activities that would help new arrivals to integrate themselves to their department as well as into the educating community as whole.

13. To develop clear job descriptions and procedure manuals in universities and other Jesuit institutions to help collaborators know where and to whom to go for assistance.

The overall recommendations from this study support a continual dialogue among presidents and their administrative teams and faculty members in finding more effective ways to enhance collaboration, teamwork, communication skills and inter-departmental

networking. This dialogue needs to include awareness of the critical issues which they need to address in order to improve organizational networking, reflection, prayer, discernment, sharing of their discernment, and to work according the guidelines of their universities' mission and vision.

Concluding Remarks

The motivation behind this study was guided by five personal interests. The first one consisted in the need to focus more on Catholic education and leadership formation in Jesuit education and leadership in higher education. In doing this, I wished to learn more about the work of Jesuits from the Mexican province. I was interested in learning in greater depth how the universities worked, how they were organized, and how the presidents worked in partnership with their collaborators to realize the mission of the Society of Jesus. With these interests in mind, I conducted my review of literature and the designed this study.

The findings of this study revealed that the work of a university president is complex, demanding and burdened with high expectations. Thus, this position, in its complexity and high demand, needs to be strengthened by a well-designed professional development program grounded in literature, workshops and colleague support groups. The development programs may consider the following themes for formation and training: president' role in Jesuit higher education, leadership practices, and administrative strategies, Ignatian retreats, prayer and discernment. In addition to these aspects, the development programs for presidents should provide an experienced mentor, for both the beginning and for continuing presidents, and to offer additional support and feedback to the presidents in regard to their performance.

For future planning, the consideration and creation of a succession plan for future university presidents, Jesuits or lay, may be beneficial to both the universities and the authorities of the Mexican Province. The succession plan and the formation programs that this plan may include will prepared a group of candidates who can serve as presidents or administrators in universities and other schools. Moreover, this group of competent candidates can serve as a pool out of which the authorities of the province can reach to fill positions needed in Jesuit universities, schools and other Jesuit works.

The findings comparing the perceptions between the presidents and their administrative teams and faculty members, demonstrated a low congruency. These findings opened the possibility of establishing a closer dialogue between presidents and their collaborators in clarifying issues and obstacles that may be withholding them from collaborating. This situation provides the opportunity for lay collaborators to mentor and walk with their president in the work of the university. Should this happen, the presidents and their collaborators may build stronger bonds of partnership and efficient teamwork.

On this issue, the GC 35 of the SJ (2008) addressed the important role of lay collaborators in the realization of the mission of the Society of Jesus. The Congregation exhorted Jesuits to establish a stronger partnership with their lay collaborators in Jesuit institutions as they share a common mission. The 34th General Congregation (GC34) of the Society of Jesus (1995) affirmed that

Partnership and cooperation with others in ministry is not a pragmatic strategy resulting from diminished manpower; it is an essential dimension of the contemporary Jesuit way of proceeding, rooted in the realization that to prepare for our complex and divided world for the coming of the Kingdom requires a plurality of gifts, perspectives, and experiences, both international and multicultural. (D.2, ¶16)

Furthermore, the GC 34th stated that the” Jesuit way of proceeding depends in the search for the *magis* [the more]” (SJ, 1995, D. 26, ¶8). On this aspect of searching for the *magis*, the GC 34th further explained that

Those who wish to give greater proof of their love, and to distinguish themselves in whatever concerns the service of the Eternal King and the Lord of all, will not only offer themselves entirely for the work... but make offerings of greater value. The *magis* is not simple one among other in a list of Jesuit characteristics. It permeates them all. The entire life of Ignatius was a pilgrim search for the *magis*, the ever greater glory of God, the ever fuller serve of our neighbor, the more universal good, and the more effective apostolic means. Mediocrity has no place in Ignatius’s world view.

Jesuits are never content with the *status quo*, the known, the tried, the already existing. We are constantly driven to discover, redefine, and reach out for the *magis*. For us, frontiers and boundaries are not obstacles or ends, but new challenges to be faced, new opportunities to be welcomed. Indeed, our way is a holy boldness, “a certain apostolic aggressivity”, typical of our way of proceeding. (D.26, ¶25-27)

Lowney (2003) asserted that Jesuits, since their foundation, are driven by a spirit of courage and openness to everything they achieve. The success of the Jesuits, according to Lowney, relied on their ability to adapt to changing situations. These men had a deep understanding of their weakness, strengths, and values, and of the Ignatian vision of the world and of God. In this, they were men who lived “happily and creatively with the tensions inherent to their spirituality. They saw themselves as called to be companions of Jesus, just as the apostles were called” (Doherty, 2002, p.79). Therefore, Ignatian spirituality and the guidelines of the Society of Jesus can assist and inspire the work of Jesuit university presidents and their administrative teams and faculty members in their universities. For this, Jesuit presidents need to realize that leadership

Consists to a large extent in vision, in the ability to see how a given juncture change is more consistent with ones’ scope than staying the course. It consists as well in the courage and self-possession required to make the actual decision to change and to convince others of the validity and viability of the new direction.

Such was Ignatius's vision and courage about the schools. (O'Malley, 1993, p.376)

Taking this into consideration, the Jesuits of the Mexican Province are challenged by the expectations of their collaborators, to be good leaders, professionals in their work and united in their beliefs. By achieving these, they will have better skills to accomplish their mission more effectively in a confident, creative, and collaborative way giving the best of them to the mission of the Society.

This study was designed to provide insights into perceptions of Jesuit university presidents' leadership roles and styles in the realization of the mission of the Society of Jesus in México. The results of this study may assist the Jesuits of the Mexican Province to have a better understanding of the leadership styles of university presidents, as well as effective practices in the governance of universities. In addition to gaining a better understanding of the Jesuit president's leadership roles and styles, the results of the study can set the stage for reflection and dialogue about leadership as it supports the Jesuit and Catholic identity of Jesuit universities and schools of the Mexican Province. The findings of this study can further assist the Mexican Province in developing succession plans and to promoting lay participation, collaborative work, leadership training and guidance in Jesuit education and Ignatian Spirituality.

Another anticipated benefit of this research study was the possibility of its replication in other scenarios, such as Jesuit elementary and secondary schools of the Mexican Province, in the Latin American Jesuit assistance and other provinces worldwide. The structure, paradigm and bilingual (English and Spanish) dimensions of the study may be useful to other Jesuit schools and universities in the United States, and other Spanish and English speaking countries where the Society of Jesus is ministering

by attempting to understand the leadership of presidents of Jesuit universities and schools. Finally, the conclusions and implications of this study have the potential to assist the members of the Mexican Province who collaborate in the area of education, and to encourage them to consider its findings for institutional evaluations, improvement and further research.

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APPENDIXES

APPENDIX A

Presidents' Jesuit Education and Leadership Survey (PJELS) English Version

Presidents' Jesuit Education and Leadership Survey

INSTRUCTIONS

I wish to thank you for being part of this research project and for volunteering your time to participate in this survey. I am a graduate student of the Catholic Educational Leadership program in the School of Education at the University of San Francisco.

The purpose of the study is to identify and examine the perceived leadership styles of Jesuit university presidents in the achievement of the Jesuit mission in higher education in Mexico.

Your contribution is valuable and very important. The results of this study will benefit the mission in higher education of the Mexican Province in the future. Please take your time to read carefully the information of this cover letter and the instructions of each section of the survey. It will help you to understand what the survey is about and what to do.

Your participation is voluntary. You have the right to decline answering all or part of the survey. Confidentiality will be granted to all participants and universities. In reporting the results of the data collected, your name will not be used. Pseudonyms and numerical values will be used instead of real names.

The survey focuses on leadership, Jesuit mission, Jesuit standards of education, professional experience and professional background. At the end of the Survey, you are asked to complete demographic information, that will be use for statistical purposes only.

The second part of this study will include an interview with you if your university is selected. Please provide your contact information, such as your phone number, e-mail and time to reach you. This information will be confidential.

A completion bar will be shown at the bottom part of your screen to let you know how much you have completed. When you are finished completing the survey, please press "Done". If you have any further questions, please feel free to contact me at any time. I will be happy to assist you. Below, you will find my contact information. Once again, thank you for your collaboration and participation in this research.

My best of regards,

Fr. Rubén Arceo, S.J.

Presidents' Jesuit Education and Leadership Survey

SECTION I: JESUIT UNIVERSITY PRESIDENT'S LEADERSHIP ROLE

Please check the option for each statement that best describes your level of agreement.

FROM MY PERSPECTIVE, MY ROLE AS PRESIDENT OF THE UNIVERSITY IS...

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1. To support all collaborators in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. To support Christian inspiration of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. To support the Ignatian identity of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. To support the development of a common vision in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. To support the development of the university's mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. To support the unity of the education community in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. To support collaboration among the members of the education community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. To support respect among the members of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. To support the abilities of each member of the university in regard to the mission of the Society of Jesus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. To support the university policy according to the distinctively Jesuit nature of education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. To support the Ignatian vision of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. To support a teaching-learning environment in the university based on Ignatian pedagogy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. To share responsibilities with my collaborators according to their distinct leadership roles in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. To support the orientations of the mission of the Society of Jesus in higher education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Presidents' Jesuit Education and Leadership Survey

SECTION II: COLLABORATION WITH OTHERS

Please check the option for each statement that best describes the frequency of your performance.

FROM MY PERSPECTIVE, AS PRESIDENT OF THE UNIVERSITY ...

1) I carry out the mission of the university with others.	Never	Less Frequently	Unsure	Some what Frequently	Always
2) I promote collaboration within the education community of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) I seek that the objectives of Jesuit education are reached by common agreements with my collaborators in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) I seek that university personnel, at all levels, receive an ongoing formation in Ignatian spirituality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) I promote in the university a structure that allows the fullest possible collaboration of all its members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) I make decisions only after receiving formal advice from my collaborators in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) I keep all members of the educational community informed about the decisions that are made for the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) My relationship with Jesuits and lay collaborators in the university is with companions who share a common mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) I strive for the hiring of men and women in the university who are capable of understanding Ignatian charism and the mission of the Society of Jesus in education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) I continually disseminate in a variety of ways the mission statement of the university throughout the broader education community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Presidents' Jesuit Education and Leadership Survey

SECTION III: JESUIT MISSION IN HIGHER EDUCATION

Please check the option for each statement that best describes your level of agreement.

FROM MY PERSPECTIVE, AS PRESIDENT OF THE UNIVERSITY, I UNDERSTAND THAT...

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1) Jesuit universities constitute one of the most effective forms of apostolic activity of the Society of Jesus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Jesuit universities are based on the Characteristics of Jesuit Education which serve as foundation for the contemporary mission of the Society of Jesus in education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) The mission of the Society of Jesus can be defined as the service of faith and the promotion of justice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) The service of faith in the Society of Jesus calls for participation in the evangelization of the Church.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) A Catholic university establishes a relationship with the universal Church by participating in the life of the local Church.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Our university has a clear mission statement that is consistent with the mission of the Society of Jesus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) The orientation of university personnel includes discussion of the university's mission statement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) The senior administrators of the university ensure the implementation of the mission statement through regular reviews of their collaborators' performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Jesuit education is committed to promote the development of the whole person in this university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) In this university Jesuit education promotes the continual professional growth of its collaborators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) The development that this Jesuit University promotes should lead its members to an action of service and attention to those in greater need in our society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) In our university, both Jesuits and lay collaborators assume common responsibilities and leadership to achieve the mission in education of the Society of Jesus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) The university serves continually as a center of dialogue between faith and culture for all the education community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Presidents' Jesuit Education and Leadership Survey

SECTION IV: UNIVERSITY PRESIDENTS' LEADERSHIP STYLE

Please check the option for each statement that best describes the frequency of your performance.

FROM MY PERSPECTIVE, AS PRESIDENT OF THE UNIVERSITY...

	Never	Less Frequently	Unsure	Some what Frequently	Always
1) I retain the final decision in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) I try to include others when making decisions in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) I seek advice from my collaborators to reach a decision when a major issue arises in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) I do not consider suggestions made by my collaborators in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) I ask for my collaborators' ideas and input on upcoming plans and projects in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) I must have the general consensus of my administrative collaborators to make a decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) I tell my collaborators what has to be done and how to do it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) I call a meeting to get my collaborators' advice when face with a challenge or when I need a strategy to keep a project running.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) I keep the education community informed about issues that arise in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) I call the persons who make mistakes to my office to correct them personally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) I seek to create a community environment of the university in which my collaborators can identify with and take ownership of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) I allow my collaborators in the university to determine what needs to be done and how to do it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) I do not allow my new collaborators to make any decisions in the university, unless I approve them first.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) I ask my collaborators for their vision of the university. When appropriate, I share their visions with the senior administrators and governing board members of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15) I believe that my collaborators know more about the work in the university than I do; so, I allow them to carry out the decisions they need to make in order to do their jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16) I indicate to my collaborators when a procedure is not working correctly; then, I establish a new one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17) I allow my collaborators to set priorities in the university with my guidance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Presidents' Jesuit Education and Leadership Survey

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 18) I delegate tasks to my collaborators and allow them the freedom to implement new procedures in the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19) I closely monitor my collaborators to ensure that they are performing correctly in the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20) I closely work with my collaborators to solve problems when differences in role expectations arise in the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21) I believe that every individual in the university is responsible for defining his/her job. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22) I like the power that my leadership position holds over my subordinates in the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23) I like to use my leadership power in the university to help my collaborators grow in all dimensions in the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24) I like to share my leadership authority with my collaborators in the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25) I believe that my collaborators must be threatened with some kind of penalty in order for them to achieve their organizational objectives in the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26) I believe that my collaborators must exercise self-direction, if they are committed to their objectives in the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27) I believe that my collaborators are capable and have the right to determine their own organizational objectives in the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28) I believe that my collaborators in the university seek security in their jobs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29) I believe that my collaborators are capable of using their creativity and knowledge of the institution to solve organizational problems in the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30) I believe that my collaborators can lead themselves in the university just as well as I do. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Presidents' Jesuit Education and Leadership Survey

SECTION V: DEMOGRAPHICS

Please answer the following demographic questions. Your answers will be confidential and used for statistical purposes only.

1) Please provide your e-mail:

2) How old are you? (Please select the option that best applies to you)

- ☐ From 31 to 40 years ☐ From 41 to 50 years ☐ From 51 to 60 years ☐ From 61 to 70 years ☐ From 71 to 80 years

3) Clerical Status (Please check one)

- ☐ Lay Collaborator ☐ Jesuit

a) If you are a Jesuit, please indicate how long have you been in the Society of Jesus?

Approximate number of years:

b) If you are a lay collaborator, please indicate how many years have you been collaborating with Jesuits?

Approximate number of years:

4) Do you have any knowledge about the Jesuit mission?

- ☐ Yes ☐ No

5) Do you have any knowledge about the Ignatian pedagogy?

- ☐ Yes ☐ No

6) Do you have any knowledge about the Jesuit charism?

- ☐ Yes ☐ No

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7) Have you received any training and orientation in Jesuit education?

☐ Yes ☐ No

a) If you have received any training and orientation in Jesuit Education, please describe what type and when you received it:

8) Have you collaborated in other Jesuit universities, Jesuit institutions or Jesuit apostolates before?

☐ Yes ☐ No

a) If yes, please indicate the last three places where you worked, the position you held, and approximate time in years that you collaborated:

a1) PLACE:	
Position:	
Time in years:	
b2) PLACE:	
Position:	
Time in years:	
b3) PLACE:	
Position:	
Time in years:	

9) How long have you collaborated in this Jesuit University?

Approximate time in years:

10) How long you have worked in your present position as president?

Approximate time in years:

Presidents' Jesuit Education and Leadership Survey

11) Did you hold any other position prior being a president in this university?

☐ Yes

☐ No

a) If yes, please indicate which one:

Position held:

Approximate time in years:

12) How long have you been collaborating in higher education?

Approximate time in years:

13) What is your religious practice?

☐ Participating Catholic

☐ Non-practicing Catholic

☐ Other

a) If other, please specify:

Presidents' Jesuit Education and Leadership Survey

CONTINUATION OF THE STUDY

Dear President,

The second part of this study may include an interview with you and some of your collaborators if your university is selected. Only four universities will be interviewed.

Please provide your contact information to set up an appointment with you, if your university is selected to participate in the interviews.

The second phase of this study may include an interview. Please provide your contact information to set up an appointment with you.

Full Name:

E-mail:

Alternative E-mail:

Work Phone(area code + phone number + extension):

Home Phone(area code + phone number):

Cell Phone (area code + phone number):

Days to reach you:

Times to reach you:

Presidents' Jesuit Education and Leadership Survey

CONCLUSION OF THE SURVEY

Dear President,

Thank you for your attention, support and valuable time to answer this survey.

If you have any further questions, I will be happy to assist you. You may call me any time or e-mail me and I will respond as soon as possible.

Once again, thank you for your collaboration and participation on this research.

My best of regards,

Rubén Arceo, S.J.

APPENDIX B

Presidents' Jesuit Education and Leadership Survey (PJELS) Spanish Version

Encuesta Educación Jesuita y Gestión Directiva de Rectores

INTRODUCCION

Le agradezco que haya aceptado participar en este proyecto de investigación y dedicar voluntariamente una parte de su tiempo para responder esta encuesta.

Estoy realizando mi doctorado el programa de "Catholic Educational Leadership" en la escuela de educación de la Universidad de San Francisco. El propósito de este estudio es identificar y examinar la gestión directiva de los rectores de las Universidades Jesuitas de México en la realización de la misión de la Compañía de Jesús en el campo de la educación superior.

Su contribución es valiosa y muy importante. Los resultados de este estudio ayudarán a mejorar el desarrollo de la misión de la Provincia Mexicana en el área de educación superior.

Por favor, lea detenidamente las indicaciones de esta sección y las de la encuesta. Esta información le ayudará a entender el contenido de la encuesta y como responderla. Su participación es voluntaria. Usted tiene el derecho a no contestar toda o una parte de la encuesta. Será concedida a todos los participantes y universidades estricta confidencialidad. Al reportar los resultados de la encuesta, su nombre y el de la universidad a su cargo no serán utilizados. Se usarán seudónimos y valores numéricos en vez de nombres verdaderos.

La encuesta se centra en los tópicos de: gestión directiva, la misión educativa Jesuita, características de la educación Jesuita, trayectoria profesional y laboral del participante. Al final, se le pedirá que complete la información demográfica que será utilizada para fines estadísticos.

La segunda parte de este estudio considerará una entrevista personal con usted. Proporcione, por favor, su información para contactarlo, como su número de teléfono, cuenta de correo electrónica, día y hora para encontrarlo. Esta información será confidencial.

En la parte inferior de su pantalla, encontrará una barra que le indicará el porcentaje que ha completado en la encuesta. Cuando termine, oprima, por favor, el botón de "terminado".

Si usted tiene alguna duda o pregunta al respecto, tendré el gusto de asistirlo a cualquier hora. Enseguida, podrá encontrar mi información personal para contactarme.

Le agradezco, de nuevo, su colaboración y participación en este proyecto de investigación. Mis mejores deseos para usted,

P. Rubén Arceo, S.J.

Encuesta Educación Jesuita y Gestión Directiva de Rectores

SECCIÓN I : PAPEL DEL RECTOR DE LA UNIVERSIDAD JESUITA

Indique, por favor, la opción que mejor describa su nivel de acuerdo sobre las siguientes afirmaciones en relación a su papel como rector de la universidad.

DESDE MI PERSPECTIVA, MI PAPEL COMO RECTOR DE LA UNIVERSIDAD CONSISTE EN...	De ninguna manera	En desacuerdo	No sé	De acuerdo	Totalmente convencido
1) Apoyar a todos los colaboradores de la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Promover la inspiración Cristiana en todos los miembros de la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Promover la identidad Ignaciana de la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Promover el desarrollo de una visión común en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Promover el desarrollo de la misión de la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Promover la unidad de la comunidad educativa universitaria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Promover la colaboración mutua entre los miembros de la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Promover el respeto mutuo entre los miembros de la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Promover las habilidades de cada miembro de la universidad para la realización de la misión de la Compañía de Jesús.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Ejecutar las políticas de la universidad de acuerdo a la naturaleza distintiva de la educación Jesuita.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) Implementar la visión educativa Ignaciana en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Crear en la universidad un ambiente de aprendizaje y enseñanza basado en la pedagogía Ignaciana.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) Compartir responsabilidades con mis colaboradores con base en sus diferentes funciones en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) Asumir las responsabilidades de la misión de la Compañía de Jesús en educación superior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Encuesta Educación Jesuita y Gestión Directiva de Rectores

SECCIÓN II: COLABORACIÓN CON OTROS

Indique, por favor, la opción que mejor describa la frecuencia de su desempeño como rector de la universidad

DESDE MI PERSPECTIVA, COMO RECTOR DE LA UNIVERSIDAD...

	Nunca	Pocas veces	No sé	Con frecuencia	Siempre
1) Llevo a cabo la misión de la universidad con otros.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Promuevo la colaboración entre los miembros de la comunidad universitaria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Procuro que los objetivos de la educación Jesuita se alcancen por consenso con mis colaboradores en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Procuro que el personal de la universidad, en todos sus niveles, reciba una formación continua en la espiritualidad de Ignacia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Promuevo en la universidad una estructura que permite la mayor colaboración entre sus miembros.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Tomo decisiones solamente después de haber recibido consejo formal de mis colaboradores en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Mantengo informados a todos los miembros de la comunidad educativa sobre las decisiones que se toman para la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Mi relación con los Jesuitas y colaboradores laicos en la universidad es de compañeros que comparten una misión común.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Procuro que la selección del personal en la universidad considere emplear hombres y mujeres capaces de entender el carisma Ignaciano y la misión educativa de la Compañía Jesús.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Propago continuamente, y de diferentes maneras, la misión de la universidad a toda la comunidad educativa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Encuesta Educación Jesuita y Gestión Directiva de Rectores

SECCIÓN III: MISIÓN JESUITA EN EDUCACIÓN SUPERIOR

Indique, por favor, la opción que mejor describa su nivel de acuerdo sobre las siguientes afirmaciones sobre la misión Jesuita en educación superior.

DESDE MI PERSPECTIVA, COMO RECTOR DE LA UNIVERSIDAD, ENTIENDO QUE...	De ninguna manera	En desacuerdo	No se	De acuerdo	Totalmente convencido
1) Las universidades Jesuitas constituyen una de las formas más eficaces de la actividad apostólica de la Compañía de Jesús.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Las universidades Jesuitas se basan en las Características de la Educación Jesuita, que sirven como punto de partida para la misión contemporánea de Compañía de Jesús en la educación.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) La misión de la Compañía de Jesús se puede definir como el servicio de la fe y la promoción de la justicia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) El servicio de la fe en la Compañía de Jesús llama a la participación en la evangelización de la Iglesia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Una universidad Católica establece su relación con la Iglesia universal participando en la vida de la Iglesia local.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Nuestra universidad tiene clara su misión y está en conformidad con la misión educativa de la Compañía de Jesús.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) La inducción del personal nuevo incluye la discusión de la misión de la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Los directivos de la universidad aseguran la puesta en marcha de la misión educativa de la institución evaluando continuamente el trabajo de sus colaboradores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) La educación Jesuita está comprometida en promover el desarrollo de la persona entera en esta universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) En esta universidad, la educación Jesuita promueve el continuo desarrollo profesional de sus colaboradores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) El desarrollo que promueve esta universidad Jesuita conduce a sus miembros a una acción de servicio y atención a los más necesitados de nuestra sociedad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) En una universidad Jesuita, tanto Jesuitas como colaboradores laicos,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Encuesta Educación Jesuita y Gestión Directiva de Rectores

asumen responsabilidades conjuntas y un liderazgo común para realizar la misión educativa de la Compañía de Jesús.

13) La universidad debe servir como centro de diálogo entre la fe y la cultura.

☐☐☐☐☐

Encuesta Educación Jesuita y Gestión Directiva de Rectores

SECCIÓN IV: GESTIÓN DIRECTIVA DEL RECTOR DE LA UNIVERSIDAD

Indique, por favor, la opción que mejor describe la frecuencia de su desempeño como rector de acuerdo a las siguientes afirmaciones.

DESDE MI PERSPECTIVA, COMO RECTOR DE LA UNIVERSIDAD...

	Nunca	Pocas veces	No sé	Con frecuencia	Siempre
1) Conservo la decisión final en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Intento incluir a otros al tomar decisiones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Consulto a mis colaboradores cuando surge un asunto importante en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) No considero sugerencias hechas por mis colaboradores en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Solicito las opiniones e ideas de mis colaboradores respecto a planes y proyectos en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Debo tener el consenso general de mis directivos para tomar una decisión.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Les digo a mis colaboradores qué tienen que hacer y cómo hacerlo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Convoco a mis colaboradores a reunión para recibir su consejo cuando enfrente algún reto o necesito una estrategia para mantener funcionando un proyecto.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Mantengo informada a la comunidad educativa de los asuntos que se presentan en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Llamo a personas que incurrir en un error a mi oficina para corregirlas personalmente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) Busco crear un ambiente de comunidad en la universidad con el que mis colaboradores se identifiquen y tengan un sentido de pertenencia a la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Permito que mis colaboradores en la universidad determinen lo que se necesita hacer y como hacerlo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) No permito que mis nuevos colaboradores tomen decisiones en la universidad, a menos que yo las apruebe primero.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) Pido a mis colaboradores que me compartan su visión de la universidad. Cuando veo apropiado, comparto ésta visión con los directivos, los consejos y cuerpos colegiados que existen en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15) Creo que mis colaboradores saben más sobre el trabajo de la universidad que yo; así que, yo les permito que tomen las decisiones que necesitan hacer para realizar su trabajo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16) Corrijo a mis colaboradores cuando su táctica es incorrecta. Después les indico como	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Encuesta Educación Jesuita y Gestión Directiva de Rectores

SECCIÓN V: DATOS ESTADÍSTICOS

Conteste, por favor, las siguientes preguntas. Sus respuestas serán confidenciales. Los datos servirán sólo para análisis estadísticos del estudio.

1) Escriba por favor su correo electrónico:

2) ¿Qué Edad tiene? (Indique, por favor, la opción que más le aplique a usted)

☐ De 30 a 40 años

☐ De 41 a 50 años

☐ De 51 a 60 años

☐ De 61 a 70 años

☐ De 71 a 80 años

3) Estado Clerical (seleccione una por favor)

☐ Laico

☐ Jesuita

a) Si es Jesuita indique, por favor, el tiempo que ha estado en la Compañía de Jesús.

Número aproximado de años:

b) Si es colaborador laico indique, por favor, cuánto tiempo tiene colaborando con los Jesuitas.

Número aproximado de años:

4) ¿Tiene conocimientos sobre la misión de la Compañía de Jesús?

☐ Si

☐ No

5) ¿Tiene conocimientos sobre la pedagogía Ignaciana?

☐ Si

☐ No

6) ¿Tiene conocimientos sobre el carisma Ignaciano?

☐ Si

☐ No

Encuesta Educación Jesuita y Gestión Directiva de Rectores

7) ¿Ha recibido algún tipo de orientación o preparación sobre la educación Jesuita?

☐ Sí ☐ No

a) Si ha recibido algún tipo de orientación y preparación en educación Jesuita, por favor, describa que tipo recibió y cuándo la recibió:

8) ¿Ha colaborado en otras universidades, instituciones y/o apostolados Jesuitas antes?

☐ Sí ☐ No

a) Si ha trabajado en otras universidades, instituciones y/o apostolados Jesuitas antes indique, por favor, los últimos tres, la posición que tuvo y el número de años que colaboró ahí:

a1) LUGAR:	<input type="text"/>
Posición:	<input type="text"/>
Tiempo en años:	<input type="text"/>
a2) LUGAR:	<input type="text"/>
Posición:	<input type="text"/>
Tiempo en años:	<input type="text"/>
a3) LUGAR:	<input type="text"/>
Posición:	<input type="text"/>
Tiempo en años:	<input type="text"/>

9) ¿Cuánto tiempo tiene colaborado en esta universidad Jesuita?

Número aproximado en años:

10) ¿Cuánto tiempo tiene colaborando en su puesto actual como rector?

Número aproximado en años:

Encuesta Educación Jesuita y Gestión Directiva de Rectores

11) ¿Tuvo otro puesto anterior a la rectoría en ésta universidad?

☐ Sí ☐ No

12) Si así fue, por favor, indique ¿cuál?

Puesto de trabajo:

Tiempo aproximado en años:

13) ¿Cuánto tiempo tiene colaborando en educación superior?

Tiempo en años:

14) ¿Cuál es su práctica religiosa?

☐ Católico Practicante

☐ Católico No-practicante

☐ Otra

a) Si es Otra, por favor, especifique:

Encuesta Educación Jesuita y Gestión Directiva de Rectores

CONTINUACIÓN DEL ESTUDIO

Estimado Rector,

La segunda parte de este estudio incluirá una entrevista personal con usted y con algunos de sus colaboradores. Le pido, por favor, me proporcione sus datos para contactarlo y hacer una cita con usted, si su universidad es una de las que participarán en las entrevistas.

Por favor, proporcione su información personal para contactarlo y hacer una cita con usted.

Nombre Completo:

Correo Electrónico:

Correo Electrónico Alternativo:

Oficina (Lada + Teléfono + extensión):

Teléfono Celular (Lada + Teléfono):

Día/s que puedo encontrarlo:

Horarios:

Encuesta Educación Jesuita y Gestión Directiva de Rectores

CONCLUSIÓN DE LA ENCUESTA

Estimado Rector,

Le agradezco mucho su atención, su apoyo y su valioso tiempo que ha dedicado para contestar esta encuesta.

Si tiene alguna pregunta o duda, me dará mucho gusto atenderlo. Me puede llamar o enviar un correo electrónico a cualquier hora. Me contactaré con usted en cuanto me sea posible.

Nuevamente, muchas gracias por su colaboración y participación en este estudio.

Mis mejores deseos,

Rubén Arceo, S.J.

APPENDIX C
Administration and Faculty Jesuit Education and Leadership Survey (AFJELS)
English Version

Administration and Faculty Jesuit Education and Leadership Survey

INSTRUCTIONS

I wish to thank you for being part of this research project and for volunteering your time to participate in this survey. I am a graduate student of the Catholic Educational Leadership program in the School of Education at the University of San Francisco.

The purpose of the study is to identify and examine the perceived leadership styles of Jesuit university presidents in the achievement of the Jesuit mission in higher education in Mexico.

Your contribution is valuable and very important. The results of this study will benefit the mission in higher education of the Mexican Province in the future. Please take your time to read carefully the information of this cover letter and the instructions of each section of the survey. It will help you to understand what the survey is about and what to do.

Your participation is voluntary. You have the right to decline answering all or part of the survey. Confidentiality will be granted to all participants and universities. In reporting the results of the data collected, your name will not be used. Pseudonyms and numerical values will be used instead of real names.

The survey focuses on leadership. Jesuit mission, Jesuit standards of education, professional experience and professional background. At the end of the Survey, you are asked to complete demographic information, that will be use for statistical purposes only.

The second part of this study will include an interview with you if your university is selected. Please provide your contact information, such as your phone number, e-mail and time to reach you. This information will be confidential.

A completion bar will be shown at the bottom part of your screen to let you know how much you have completed. When you are finished completing the survey, please press "Done". If you have any further questions, please feel free to contact me at any time. I will be happy to assist you. Below, you will find my contact information. Once again, thank you for your collaboration and participation in this research.

My best of regards,

Fr. Rubén Arceo, S.J.

Administration and Faculty Jesuit Education and Leadership Survey

SECTION I: JESUIT UNIVERSITY PRESIDENTS' LEADESHIP ROLE

Please check the option for each statement that best describes your level of agreement.

FROM MY PERSPECTIVE , THE ROLE OF THE PRESIDENT OF THE UNIVERSITY IS...

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1) To support all his collaborators in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) To promote Christian inspiration to all members of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) To promote Ignatian identity in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) To promote the development of a common vision in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) To promote the development of the university's mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) To promote the unity of the education community in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) To promote mutual collaboration among the members of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) To promote mutual respect among the members of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) To promote the abilities of each member of the university in regard to the mission of the Society of Jesus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) To execute university policy according to the distinctively Jesuit nature of education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) To implement the Ignatian vision into the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) To create in the university a teaching-learning environment based on the Ignatian pedagogy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) To share responsibilities with his collaborators among their distinct roles in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) To embrace the responsibilities of the mission of the Society of Jesus in higher education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Administration and Faculty Jesuit Education and Leadership Survey

SECTION II: COLLABORATION WITH OTHERS

Please check the option for each statement that best describes the frequency of the university president's performance.

FROM MY PERSPECTIVE, THE PRESIDENT OF THE UNIVERSITY ...

1) Carries out the mission of the university with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Promotes collaboration within education community of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Seeks that the objectives of Jesuit education are reached by common agreements with his collaborators in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Seeks that university personnel, at all levels, receive an ongoing formation in Ignatian spirituality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Promotes in the university a structure that allows the fullest possible collaboration of all its members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Makes decisions only after receiving formal advice from his collaborators in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Keeps all members of the educational community informed about the decisions that are made for the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) relationship with Jesuits and lay collaborators in the university is with companions who share a common mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Strives for the hiring of men and women in the university who are capable of understanding Ignatian charism and the mission of the Society of Jesus in education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Continually disseminates in a variety of ways the mission statement of the university throughout the broader education community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Administration and Faculty Jesuit Education and Leadership Survey

SECTION III: JESUIT MISSION IN HIGHER EDUCATION

Please check the option for each statement that best describes your level of agreement.

FROM MY PERSPECTIVE, THE PRESIDENT OF THE UNIVERSITY UNDERSTANDS THAT...

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1) Jesuit universities constitute one of the most effective forms of apostolic activity of the Society of Jesus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Jesuit universities are based on the Characteristics of Jesuit Education which serve as foundation for the contemporary mission of the Society of Jesus in education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) The mission of the Society of Jesus can be defined as the service of faith and the promotion of justice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) The service of faith in the Society of Jesus calls for participation in the evangelization of the Church.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) A Catholic university establishes a relationship with the universal Church by participating in the life of the local Church.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Our university has a clear mission statement that is consistent with of the mission the Society of Jesus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) The orientation of university personnel includes discussion of the university's mission statement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) The senior administrators of the university ensure the implementation of the mission statement through regular reviews and evaluations of their collaborators' performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Jesuit education is committed to promote the development of the whole person in this university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) In this university Jesuit education promotes the continual professional growth of its collaborators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) The development that this Jesuit University promotes should lead its members to an action of service and attention to those in greater need in our society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) In our university, both Jesuits and lay collaborators assume common responsibilities and leadership to achieve the mission in education of the Society of Jesus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) The university should serve as a center of dialogue between faith and culture for all the education community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Administration and Faculty Jesuit Education and Leadership Survey

SECTION IV: UNIVERSITY PRESIDENTS' LEADERSHIP STYLE

Please check the option for each statement that best describes the frequency of the university president's performance.

FROM MY PERSPECTIVE, THE PRESIDENT OF THE UNIVERSITY...

	Never	Less Frequently	Unsure	Some what Frequently	Always
1) Retains the final decision in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Tries to include others when making decisions in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Seeks advice from his collaborators to reach a decision when a major issue arises in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Does not consider suggestions made by his collaborators in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Asks for his collaborators' ideas and input on upcoming plans and projects in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Must have the general consensus of his administrative collaborators to make a decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Tells his collaborators what has to be done and how to do it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Calls a meeting to get his collaborators' advice when face with a challenge or when he needs a strategy to keep a project running.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Keeps the education community informed about issues that arise in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Calls the persons who make mistakes to his office to correct them personally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) Seeks to create an environment in the university in which his collaborators can identify with and take ownership of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Allows his collaborators in the university to determine what needs to be done and how to do it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) Does not allow new collaborators to make any decisions in the university, unless he approves them first.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) Asks his collaborators for their vision of the university. When appropriate, he shares their visions with the senior administrators and governing board members in the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15) Believes that his collaborators know more about the work in the university than he does; so, he allows them to carry out the decisions they need to make in order to do their jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16) Indicates to his collaborators when a procedure is not working correctly; then, he establishes a new one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17) Allows his collaborators to set priorities in the university with his guidance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Administration and Faculty Jesuit Education and Leadership Survey

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 18) Delegates tasks to his collaborators and allows them the freedom to implement new procedures in the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19) Closely monitors his collaborators to ensure that they are performing correctly in the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20) Closely works with collaborators to solve problems when differences in role expectations arise in the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21) Believes that every individual in the university is responsible for defining his/her job. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22) Likes the power that his leadership position holds over his subordinates in the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23) Likes to use his leadership power in the university to help collaborators grow in all dimensions in the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24) Likes to share his leadership authority with collaborators in the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25) Believes that collaborators in the university must be threatened with some kind of penalty in order for them to achieve their organizational objectives in the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26) Believes his collaborators must exercise self-direction, if they are committed to their objectives in the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27) Believes that his collaborators in the university are capable and have the right to determine their own organizational objectives in the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28) Believes his collaborators in the university seek security in their jobs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29) Believes that his collaborators are capable of using their creativity and knowledge of the institution to solve organizational problems in the university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30) Believes that his collaborators can lead themselves in the university just as well as he can. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

SECTION V: DEMOGRAPHICS

Please answer the following demographic questions. Your answers will be confidential and used for statistical purposes only.

1) Please provide your e-mail:

2) What is your job position in this university?

3) How old are you? (Please select the option that best applies to you)

☐ From 21 to 30 years

☐ From 41 to 50 years

☐ From 61 to 70 years

☐ From 31 to 40 years

☐ From 51 to 60 years

☐ From 71 to 80 years

4) Gender (Please check one)

☐ Male

☐ Female

5) Clerical Status (Please check one)

☐ Lay Collaborator

☐ Jesuit

☐ Other Religious

☐ diocesan priest

a) If you are other religious, please state your order or congregation:

b) If you are other religious, how many years have you been associated with Jesuits?

Please state number of years:

c) If you are a Jesuit, please indicate how long have you been in the Society of Jesus?

Approximate number of years:

Administration and Faculty Jesuit Education and Leadership Survey

d) If you are a diocesan priest, please indicate how many years have you been collaborating with Jesuits?

Approximate number of years:

e) If you are a lay collaborator, please indicate how many years have you been collaborating with Jesuits?

Approximate number of years:

6) Do you have any knowledge about Jesuit mission?

☐ Yes ☐ No

7) Do you have any knowledge about Ignatian pedagogy?

☐ Yes ☐ No

8) Do you have any knowledge about Jesuit charism?

☐ Yes ☐ No

9) Have you received any training and orientation on Jesuit education?

☐ Yes ☐ No

a) If you have received any training and orientation in Jesuit education, please describe what type and when you received it:

Administration and Faculty Jesuit Education and Leadership Survey

10) Have you collaborated in other Jesuit universities, Jesuit institutions or Jesuit apostolates before?

☐ Yes ☐ No

a) If yes, please indicate the last three places where you worked, the position you held, and approximate time in years that you collaborated:

a1) PLACE:	
Position:	
Time in years:	
a2) PLACE:	
Position:	
Time in years:	
a3) PLACE:	
Position:	
Time in years:	

11) How long you have been collaborating in this Jesuit university?

Approximate time in years:

12) What is your present position in this university?

13) How long have you worked in your present position?

Approximate time in years:

14) Did you hold any other position prior your present position in this university?

☐ Yes ☐ No

Administration and Faculty Jesuit Education and Leadership Survey

a) If yes, please indicate which one:

Position held:

Approximate time in years:

15) How many years have you worked in higher education?

Please indicate time in years:

16) What is your religious practice?

☐ Participating Catholic

☐ Non-practicing Catholic

☐ Other

a) If Other, please specify:

CONTINUATION OF THE STUDY

The second part of this study will include a series of interviews in your university if it is selected.

If you wish to be interviewed, please indicate your consent below and provide your contact information in order to arrange an appointment with you.

Yes ☐ No ☐

I would be willing to be interviewed as part of this research.

If yes, please provide your contact information.

Full Name:

E-mail:

Alternative E-mail:

Work Phone (area code + phone number + extension):

Cell Phone (area code + phone number):

Days to reach you:

Times to reach you:

Administration and Faculty Jesuit Education and Leadership Survey

CONCLUSION OF THE SURVEY

Dear Participant,

Thank you for your attention, support and valuable time to answer this survey.

If you have any further questions, I will be happy to assist you. You may call me or e-mail me and I will responde as soon as possible.

Once again, thank you for your collaboration and participation on research.

My best of regards,

Rubén Arceo, S.J.

APPENDIX D
Administration and Faculty Jesuit Education and Leadership Survey
(AFJELS) Spanish Version

Encuesta Educación Jesuita y Gestión Directiva Dir/Prof

INTRODUCCIÓN

Le agradezco que haya aceptado participar en este proyecto de investigación y dedicar voluntariamente una parte de su tiempo para responder esta encuesta.

Estoy realizando mi doctorado el programa de "Catholic Educational Leadership" en la escuela de educación de la Universidad de San Francisco. El propósito de este estudio es identificar y examinar la gestión directiva de los rectores de las Universidades Jesuitas de México en la realización de la misión de la Compañía de Jesús en el campo de la educación superior.

Su contribución es valiosa y muy importante. Los resultados de este estudio ayudarán a mejorar el desarrollo de la misión de la Provincia Mexicana en el área de educación superior.

Por favor, lea detenidamente las indicaciones de esta sección y las de la encuesta. Esta información le ayudará a entender el contenido de la encuesta y como responderla. Su participación es voluntaria. Usted tiene el derecho a no contestar toda o una parte de la encuesta. Será concedida a todos los participantes y universidades estricta confidencialidad. Al reportar los resultados de la encuesta, su nombre y el de la universidad a su cargo no serán utilizados. Se usarán seudónimos y valores numéricos en vez de nombres verdaderos.

La encuesta se centra en los tópicos de: gestión directiva, la misión educativa Jesuita, características de la educación Jesuita, trayectoria profesional y laboral del participante. Al final, se le pedirá que complete la información demográfica que será utilizada para fines estadísticos.

La segunda parte de este estudio considerará una entrevista personal con usted. Proporcione, por favor, su información para contactarlo, como su número de teléfono, cuenta de correo electrónica, día y hora para encontrarlo. Esta información será confidencial.

En la parte inferior de su pantalla, encontrará una barra que le indicará el porcentaje que ha completado en la encuesta. Cuando termine, oprima, por favor, el botón de "terminado".

Si usted tiene alguna duda o pregunta al respecto, tendré el gusto de asistirlo a cualquier hora. Enseguida, podrá encontrar mi información personal para contactarme.

Le agradezco, de nuevo, su colaboración y participación en este proyecto de investigación. Mis mejores deseos para usted,

P. Rubén Arceo, S.J.

Encuesta Educación Jesuita y Gestión Directiva Dir/Prof

SECCIÓN: I PAPEL DEL RECTOR DE LA UNIVERSIDAD JESUITA

Indique, por favor, la opción que mejor describa su nivel de acuerdo sobre las siguientes afirmaciones.

DESDE MI PERSPECTIVA, EL PAPEL DEL RECTOR DE LA UNIVERSIDAD CONSISTE EN...

	De ninguna manera	En desacuerdo	No estoy seguro(a)	De acuerdo	Totalmente convencido(a)
1) Apoyar a todos los colaboradores de la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Promover la inspiración Cristiana en todos los miembros de la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Promover la identidad Ignaciana de la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Promover el desarrollo de una visión común en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Promover el desarrollo de la misión de la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Promover la unidad de la comunidad educativa universitaria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Promover la colaboración mutua entre los miembros de la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Promover el respeto mutuo entre los miembros de la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Promover las habilidades de cada miembro de la universidad para la misión de la Compañía de Jesús.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Ejecutar las políticas de la universidad de acuerdo a la naturaleza distintiva de la educación Jesuita.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) Implementar la visión educativa Ignaciana en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Crear en la universidad un ambiente de aprendizaje y enseñanza basado en la pedagogía Ignaciana.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) Compartir responsabilidades con sus colaboradores con base en sus diferentes funciones en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) Asumir las responsabilidades de la misión de la Compañía de Jesús en educación superior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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SECCIÓN II: COLABORACIÓN CON OTROS

Indique, por favor, la opción que mejor describa la frecuencia del desempeño del rector sobre las siguientes afirmaciones.

DESDE MI PERSPECTIVA, EL RECTOR DE LA UNIVERSIDAD...

	Nunca	Pocas veces	No se frecuencia	Siempre
1) Lleva acabo la misión de la universidad con otros.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Promueve la colaboración entre los miembros de la comunidad universitaria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Procura que los objetivos de la educación Jesuita se alcancen por el consenso de sus colaboradores en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Procura que el personal de la universidad, en todos sus niveles, reciba una formación continua en la espiritualidad de Ignaciana.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Promueve en la universidad una estructura que permite la mayor colaboración entre sus miembros.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Toma decisiones sólo después de haber recibido consejo formal de sus colaboradores en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Mantiene informados a todos los miembros de la comunidad educativa sobre las decisiones que se toman para la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Su relación con los Jesuitas y colaboradores laicos en la universidad es de compañeros que comparten una misión común.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Procura que la selección del personal en la universidad considere emplear hombres y mujeres capaces de entender el carisma Ignaciano y la misión educativa de la Compañía Jesús.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Propaga continuamente, y de diferentes maneras, la misión de la universidad a toda la comunidad educativa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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SECCIÓN III: MISIÓN JESUITA EN EDUCACIÓN SUPERIOR

Indique, por favor, la opción que mejor describa su nivel de acuerdo sobre las siguientes afirmaciones sobre la misión Jesuita en educación superior.

DESDE MI PERSPECTIVA, EL RECTOR DE LA UNIVERSIDAD, ENTIENDE QUE...

	De ninguna manera	En desacuerdo	No se	De acuerdo	Totalmente convencido(a)
1) Las universidades Jesuitas constituyen una de las formas más eficaces de la actividad apostólica de la Compañía de Jesús.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Las universidades Jesuitas se basan en las Características de la Educación Jesuita, que sirven como punto de partida para la misión contemporánea de Compañía de Jesús en la educación.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) La misión de la Compañía de Jesús se puede definir como el servicio de la fe y la promoción de la justicia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) El servicio de la fe en la Compañía de Jesús llama a la participación en la evangelización de la Iglesia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Una universidad Católica establece su relación con la Iglesia universal participando en la vida de la Iglesia local.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Nuestra universidad tiene clara su misión y está en conformidad con la misión educativa de la Compañía de Jesús.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) La inducción del personal nuevo incluye la discusión de la misión de la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Los directivos de la universidad aseguran la puesta en marcha de la misión educativa de la institución evaluando continuamente el trabajo de sus colaboradores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) La educación Jesuita está comprometida en promover el desarrollo de la persona entera en esta universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) En esta universidad, la educación Jesuita promueve el continuo desarrollo profesional de sus colaboradores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) El desarrollo que promueve esta universidad Jesuita conduce a sus miembros a una acción de servicio y atención a los más necesitados de nuestra sociedad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) En una universidad Jesuita, tanto Jesuitas como colaboradores laicos,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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asumen responsabilidades conjuntas y un liderazgo común para realizar la

misión educativa de la Compañía de Jesús.

13) La universidad debe servir como centro de diálogo entre la fe y la cultura.

☐☐☐☐☐

SECCIÓN IV: GESTION DIRECTIVA DEL RECTOR DE LA UNIVERSIDAD

Indique, por favor, la opción que mejor describa la frecuencia del desempeño del rector sobre las siguientes afirmaciones.

DESDE MI PERSPECTIVA, EL RECTOR DE LA UNIVERSIDAD...

	Nunca	Pocas veces	No se frecuencia	Siempre
1) Conserva la decisión final en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Intenta incluir a otros al tomar decisiones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Consulta a sus colaboradores cuando surge un asunto importante en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) No considera sugerencias hechas por sus colaboradores en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Solicita las opiniones e ideas de sus colaboradores respecto a planes y proyectos en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Debe tener el consenso general de sus directivos para tomar una decisión.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Les dice a sus colaboradores qué tienen que hacer y cómo hacerlo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Convoa a sus colaboradores a reunión para recibir su consejo cuando enfrenta algún reto o necesita una estrategia para mantener funcionando un proyecto.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Mantiene informada a la comunidad educativa de los asuntos que se presentan en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Llama a personas que incurren en un error a su oficina para corregirlas personalmente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) Busca crear un ambiente de comunidad en la universidad con el que sus colaboradores se identifiquen y tengan un sentido de pertenencia a la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Permite que sus colaboradores en la universidad determinen lo que se necesita hacer y como hacerlo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) No permite que sus nuevos colaboradores tomen decisiones en la universidad, a menos, que el las apruebe primero.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) Pide a sus colaboradores que le compartan su visión de la universidad. Cuando ve apropiado, comparte éstas visiones con los directivos, los consejos y cuerpos colegiados que existen en la universidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15) Cree que sus colaboradores saben más sobre el trabajo de la universidad que él; así que, él les permite que tomen las decisiones que necesitan hacer para realizar su trabajo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 16) Corrige a sus colaboradores cuando su táctica es incorrecta. Después les indica como realizarla. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17) Permite que sus colaboradores fijen sus prioridades en la universidad bajo su dirección. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18) Delega tareas a sus colaboradores y les da la libertad de implementar nuevos procedimientos en la universidad. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19) Supervisa de cerca a sus colaboradores para cerciorarse de que estén realizando su trabajo correctamente en la universidad. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20) Trabaja de cerca con sus colaboradores para resolver los problemas que surgen como parte de las discrepancias sobre el papel que desempeñan en la universidad. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21) Cree que cada individuo en la universidad es responsable de definir su trabajo. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22) Le gusta el poder que tiene su posición como rector sobre sus subordinados en la universidad. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23) Le gusta utilizar el poder de su posición como rector en la universidad para ayudar a sus colaboradores a crecer en todas sus dimensiones. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24) Tiene el gusto de compartir su autoridad con sus colaboradores en la universidad. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25) Cree que sus colaboradores deben ser amenazados con alguna sanción para que alcancen sus objetivos en la universidad. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26) Cree que sus colaboradores deben ejercitar su propia auto-dirección si están comprometidos en sus objetivos en la universidad. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27) Cree que sus colaboradores en la universidad son capaces y tienen el derecho de determinar sus propios objetivos en la universidad. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28) Cree que sus colaboradores en la universidad buscan seguridad en sus trabajos. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29) Cree que sus colaboradores son capaces de utilizar su creatividad y conocimiento de la institución para solucionar los problemas organizativos en la universidad. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30) Cree que sus colaboradores pueden dirigirse en la universidad del mismo modo que él lo hace. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

SECCION V: DATOS ESTADISTICOS

Conteste, por favor, las siguientes preguntas. Sus respuestas serán confidenciales. Los datos servirán sólo para análisis estadísticos del estudio.

1) Escriba, por favor, su correo electrónico:

2) Puesto Actual de trabajo en esta universidad

3) ¿Qué Edad tiene? (Indique, por favor, la opción que más le aplique a usted)

☐ De 21 a 30 años

☐ De 41 a 50 años

☐ De 61 a 70 años

☐ De 31 a 40 años

☐ De 51 a 60 años

☐ De 71 a 80 años

4) Genero

☐ Masculino

☐ Femenino

5) Estado Clerical (seleccione una por favor)

☐ Laico(a)

☐ Jesuita

☐ Religioso (otro)

☐ Sacerdote Diocesano

a) Si es religioso(a) indique, por favor, ¿a qué orden o congregación pertenece?

b) Si es religioso(a) indique, por favor, ¿cuánto tiempo tiene colaborando con los Jesuitas?

Número aproximado de años:

c) Si es Jesuita indique, por favor, el tiempo que ha estado en la Compañía de Jesús:

Número aproximado de años:

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d) Si es sacerdote diocesano indique, por favor, el tiempo que tiene colaborando en la Compañía de Jesús:

Número aproximado de años:

e) Si es laico(a) indique, por favor, cuánto tiempo tiene colaborando con los Jesuitas:

Número aproximado de años:

6) ¿Tiene conocimientos sobre la misión de la Compañía de Jesús?

☐ Si ☐ No

7) ¿Tiene conocimientos sobre la pedagogía Ignaciana?

☐ Si ☐ No

8) ¿Tiene algún conocimiento sobre el carisma Ignaciano?

☐ Si ☐ No

9) ¿Ha recibido algún tipo de preparación u orientación sobre la educación Jesuita?

☐ Si ☐ No

a) Si ha recibido algún tipo de orientación o preparación sobre educación Jesuita, por favor, describa que tipo recibió y por cuánto tiempo:

10) ¿Ha trabajado usted en otras universidades Jesuitas, instituciones Jesuitas o apostolados Jesuitas antes?

☐ Sí ☐ No

a) Si ha trabajado en otras universidades, instituciones o apostolados Jesuita antes indique, por favor, los últimos tres lugares donde que trabajo, la posición que tuvo y el número de años que colaboró ahí:

a1) LUGAR:

Posición:

Tiempo en años:

a2) LUGAR:

Posición:

Tiempo en años:

a3) LUGAR:

Posición:

Tiempo en años:

11) ¿Cuánto tiempo tiene colaborado en ésta universidad Jesuita?

Número aproximado de años:

¿Cuánto tiempo tiene trabajando en su puesto actual?

Número aproximado de años:

12) ¿Tuvo otro puesto antes de su puesto actual?

☐ Sí ☐ No

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a) Si así fue, por favor, indique ¿cuál?

Puesto anterior:

Tiempo aproximado en años:

13) ¿Cuanto tiempo tiene colaborando en educación superior?

Indique, por favor, el número aproximado de años:

14) ¿Cuál es su práctica religiosa?

☐ Católico Practicante

☐ Católico No-practicante

☐ Otra

a) Si otra, por favor, especifique:

CONTINUACION DEL ESTUDIO

La segunda parte de este estudio incluye una serie de entrevistas que se llevarán a cabo en su universidad.

Si desea ser entrevistado(a), por favor, manifieste consentimiento indicando que sí, y proporcione su información personal para hacer una cita con usted.

Le recuerdo de nuevo, que esta información es confidencial y no será compartida con nadie.

De antemano, le agradezco mucho su atención y apoyo.

Estoy dispuesto(a) a ser entrevistado(a)
como parte de este estudio:

☐ Si

☐ No

Si desea ser entrevistado(a), por favor, proporcione su información personal para contactarlo y hacer una cita.

Nombre Completo:

Correo Electrónico:

Correo Electrónico Alternativo:

Oficina(Lada + Teléfono + extensión):

Día(s) que puedo encontrarlo(a):

Horarios:

CONCLUSIÓN

Muchas gracias por su atención, apoyo y su valioso tiempo para contestar esta encuesta.

Para agradecerle su atención, celebraré una misa por usted y sus seres queridos. Que Dios le bendiga.

Si tiene alguna pregunta o duda, me dará mucho gusto atenderle a cualquier hora. Me puede llamar o enviar un correo electrónico. Me contactaré con usted en cuanto me sea posible.

Nuevamente, gracias por su colaboración y participación en este estudio de investigación. ¡Mis mejores deseos y felices pascuas!

Fraternalmente,

P. Rubén Arceo, S.J.

APPENDIX E
Jesuit University Presidents Interview Guide (JUPIG)
English Version



UNIVERSITY PRESIDENTS INTERVIEW GUIDE (JUPIG)

English Version

Instructions

Before meeting the participant for the interview, the researcher will prepare and gather the materials needed for the interview: voice recording device, a copy of the Standardized Open-ended Interview Guide, and a researcher's business card for the interviewee.

At the meeting, the researcher will greet the interviewee and present himself. The participant will be informed of the purpose of the study and length of the interview. The researcher will assure confidentiality to the participant and will seek written consent to record the interviews. After this step has been completed, the researcher will begin the interview following the *Standardized Open-Ended Interview Guide*. At the end of the interview the researcher will thank the participants, reassure confidentiality and give the participant his business card for contact information.

Greeting and Presentation

I want to thank you for being part of this research project and volunteering your time to be interviewed. I am a graduate student at the Institute for Catholic Educational Leadership in the School of Education at the University of San Francisco. The purpose of the study is to identify and examine the perceived the leadership role and style of Jesuit university presidents in the achievement of Jesuit mission in higher education in Mexico. Your contribution is valuable and very important. The results of this study will benefit the mission of Jesuits in higher education in the Mexican Province.

Your participation is voluntary. You have the right to decline answering part or all of the interview questions. Confidentiality will be granted to all participants and universities. In reporting the results of the data collected, your name and that of your university will not be used. Pseudonyms and numerical values will be used instead of real names. The interview will take approximately 60 minutes. The interview will be recorded for its transcription and further analysis. These will be kept confidential and will not be shared with any one.

Completion of Interview

Thank you so much for your participation and time for this interview. Your contribution to this study will be useful for the Mexican Province in the area of higher education. Please be sure that this is confidential. Your name and that of this university will not be revealed. Pseudonyms and codes will be used when reporting the data. If you have any questions regarding this interview, please contact me at any time.

A business card will be given to each participant with the following information:
Fr. Rubén Arceo, S.J., Doctoral Candidate of the Catholic Educational Leadership Program of the University of San Francisco, California, U.S.A. Telephone: (415) 422-6031 and e-mail: rarceo@usfca.edu.





Jesuit University Presidents Interview Guide (JUPEG)

PARTICIPANTS' GENERAL INFORMATION

University: _____ Code: _____

Date _____ Time _____

Jesuit University President Name: _____

Place of interview: _____

INTERVIEW QUESTIONS

I. GENERAL DEMOGRAPHIC DATA OF PARTICIPANT

1. Present job position:

- A How long have you been in your present position as president of the University?
- B Did you work in this university before you became a president?
 - i If yes: what was your previous position? How long did you minister in that position?
 - ii If no, where do you work before coming to this university?

2. Work experience in Jesuit schools:

- A Have you work in Jesuit schools before?
 - i If yes: how many years of work experience do you have in Jesuit schools?
 - a) What was your work position?
 - b) How long did you minister in that position?





ii If **no**, where did you work?

3. Experience in Jesuit universities:

A Have you worked in Jesuit universities before?

i If **yes**: can you please tell me which ones?

- a) Can you please tell me what positions did you hold in those universities?
- b) How long did you work in each one of them?
- c) How many years of work experience do you have in Jesuit universities?
- d) What was your previous work experience before you worked in a Jesuit university?

ii If **no**: Have you worked in any other universities?

- a) If yes: Can you please tell me which ones?
- b) What positions did you hold?
- c) For how long?
- d) What was your previous work experience before you worked in a Jesuit university?

B In general, how many years of work experience do you have in higher education?

i If a **Jesuit** then: how long have you been in the Society of Jesus?

- a) What apostolic experiences did have and for how long?

ii If a **lay collaborator**: how long have you been collaborating and associated with the Jesuits?





II. PRESIDENT'S KNOWLEDGE OF THE MISSION OF THE SOCIETY OF JESUS, IGNATIAN CHARISM, JESUIT EDUCATION, AND IGNATIAN PEDAGOGY

- 1. How would you describe your understanding of the mission of the Society of Jesus in higher education?**
- 2. What concrete examples can you give that demonstrate the essential elements of**
 - A Mission of the Society of Jesus in Higher Education
 - B Ignatian Charism
 - C Jesuit Education
 - D Ignatian Pedagogy
- 3. Have you received any orientation or training on Jesuit education before?**
 - A If **yes**:
 - i Can you describe for me what kind of training you received and when you received it?
 - ii Can you describe for me the essential elements of Jesuit education that have been significant for you?
 - B If **no**: What types of training may be helpful for you?
- 4. In your own words, how would you describe the mission statement of this university?**
- 5. In your own words, how would you describe the vision statement of this university?**
- 6. From your perspective, what are the practical ways in which you demonstrate the implementation of the mission and vision of the university?**

III. JESUIT UNIVERSITY PRESIDENTS' LEADERSHIP ROLE AND STYLE

- 1. What is your role as a president of the university according to your job description?**
- 2. What factors, qualities or characteristics describe your role as president of a Jesuit university?**





- A Can you identify any distinctive factors or qualities which make your role as president of a Jesuit university different then of a president of public or other private universities?
 - i If **yes**: can you please list them for me and give a concrete example of how you understand them?
 - ii If **no**: Why not?
 - B How would you describe your leadership role in the university in relation to Jesuit standards of education?
3. **From your perspective, what does the Society of Jesus expect from you as a president of this Jesuit university?**
 4. **How do you perceive yourself in achieving the mission of the Society of Jesus at this university?**
 5. **How do you perceive yourself as leader of this university?**
 - A From your perspective, how would you describe your leadership style?
 - B Can you please give an example of this?
 6. **How would you describe the way you exercise your leadership as president of this university?**
 7. **How would you describe the way you exercise your authority as president of this university?**
 8. **How do you to know how well you are doing as a president of the university?**
 - A What kinds of assessments do you use to know how effective your leadership as president in this university is?

IV. COLLABORATION WITH OTHERS

Senior Administrators

1. **From your perspective, in what ways does your leadership role in the university influence and impact your senior administrators?**





2. **How do your Senior Administrators respond to your leadership style?**
 - A How do you manage the response of your senior administrators to your leadership?
 - i Can you please give an example?
 - B How do you manage the response of your senior administrators to your authority?
 - i Can you please give an example?
3. **What is your understanding of the leadership role of your senior administrators in the university?**
4. **How would you describe your relationship with your senior administrators?**
5. **What is your perception of how your senior administrators perceive you as leader of this university?**

Faculty

1. **In what ways does your leadership role in the university influence and impact your faculty?**
2. **How does your faculty respond to your leadership style?**
 - A How do you manage the faculty's response to your leadership?
 - i Can you please give me an example?
 - B How do you manage the faculty's response to your authority?
 - i Can you please give an example?
3. **What is your understanding of the leadership role of your faculty in the university?**
4. **How would you describe your relationship with your faculty?**
5. **What is your perception of how your faculty perceives you as leader of this university?**





V. UNIVERSITY AS ORGANIZATION

1. What is your perception of the organization of the university and its interrelationships?
2. How are your administrative collaborators and faculty aware of their roles and relationships in the university?
3. What are the steps you follow to make a decision?

VI. PARTICIPANT'S ADDITIONAL COMMENTS

1. Is there anything else, you would like to add this interview?

VII. OTHER QUESTIONS WHICH MAY RISE FROM THE SURVEY AND DURING THE INTERVIEW.



APPENDIX F

Jesuit University Presidents Interview Guide (JUPIG) Spanish Version



Guía de Entrevista para Rectores de Universidades Jesuitas (JUPEG – Versión en Español)

Instrucciones

Antes de reunirse con el participante, el investigador preparará la reunión y los materiales necesarios para entrevista: grabadora, una copia de la guía de entrevistas y una tarjeta de presentación del investigador para el participante en la entrevista.

En la reunión, el investigador saludará y se presentará con el participante. El investigador informará al participante sobre el propósito y el tiempo que durará la entrevista. El investigador garantizará confidencialidad al participante sobre la entrevista y le pedirá su consentimiento por escrito. Después que este paso se haya realizado, el investigador iniciará la entrevista siguiéndole formato de la guía de entrevistas. Al finalizar la entrevista, el investigador le dará las gracias al participante y le asegurará la confidencialidad de la entrevista. Enseguida, el investigador le proporcionará al participante su tarjeta de presentación por si surge alguna duda o pregunta respecto a la entrevista.

Saludo y Presentación

Quiero agradecerle su participación en este proyecto de investigación y por el tiempo que ha dedicado voluntariamente a esta entrevista. Soy estudiante de postgrado del programa “Catholic Educational Leadership” de la escuela de educación en la Universidad de San Francisco, California. El objetivo de mi estudio es identificar y examinar el papel y la gestión directiva de los rectores Jesuitas en la realización de la misión de la Compañía de Jesús en educación superior en México. Su participación en este estudio es valiosa y muy importante. Los resultados del estudio beneficiarán la misión de los Jesuitas de la Provincia Mexicana en el área de educación superior.

Su participación en este estudio es voluntaria. Tiene el derecho a no contestar alguna o todas las preguntas de la entrevista. Se les garantizará confidencialidad a todos los participantes y universidades. Al reportar los datos recabados en el estudio, su nombre y el de la universidad no aparecerán. Se usaran en su lugar pseudónimos y valores numéricos. La entrevista tomará aproximadamente 60 minutos, y será grabada para su transcripción y análisis. Esta información será confidencial y no será compartida con nadie.

Al finalizar la Entrevista

Muchas gracias por su participación y tiempo para esta entrevista. Su participación en este estudio será de gran ayuda a la Provincia Mexicana en el área de educación superior. Tenga la seguridad, por favor, de que su nombre y el de la universidad no aparecerán en los resultados, ya que se usarán seudónimos y códigos para referirse a los datos recabados. Si tiene alguna pregunta en relación a esta entrevista, le pido de favor, se comunique conmigo a cualquier hora.

Se le dará una tarjeta de presentación al participante con la siguiente información:
Fr. Rubén Arceo, S.J., Doctoral Candidate of the Catholic Educational Leadership Program of the
University of San Francisco, California, U.S.A. Telephone: (415) 422-6031 and e-mail: rarceo@usfca.edu.





Guía de entrevistas para Rectores de Universidades Jesuitas (JUPEG - Spanish Version)

INFORMACIÓN GENERAL DE LOS PARTICIPANTES

Universidad: _____ Código: _____

Fecha: _____ Hora: _____

Rector Jesuita de la Universidad Nombre: _____

Lugar de la entrevista: _____

PREGUNTAS PARA LA ENTREVISTA

I. DATOS ESTADÍSTICOS GENERALES DEL PARTICIPANTE

1. Puesto de trabajo actual:

- A ¿Cuánto tiempo tiene colaborando en su puesto actual como rector en la universidad?
- B ¿Colaboró en esta universidad antes de ser rector?
- i Si **sí**: ¿cuál fue su puesto anterior? ¿Cuánto tiempo colaboró en ese puesto?
- ii ¿Si **no**, dónde trabajo usted antes de venir a esta universidad?

2. Experiencia de trabajo en escuelas Jesuitas:

- A ¿Ha trabajado usted en escuelas Jesuitas antes?
- i Si **sí**: ¿cuántos años de experiencia de trabajo tiene usted en escuelas Jesuitas?
- a) ¿Cuál fue su puesto de trabajo?
- b) ¿Cuánto tiempo colaboró en ese puesto?





ii ¿Si **no**, en dónde trabajó usted?

3. Experiencia en universidades del Jesuitas:

A ¿Ha trabajado usted en universidades Jesuitas antes?

i Si **sí**: ¿podiera decirme usted en cuáles por favor?

a) ¿Podiera decirme, por favor, qué puestos ocupó en esas universidades?

b) ¿Cuanto tiempo trabajó usted en cada uno de ellas?

c) ¿Cuántos años de experiencia de trabajo tiene usted en universidades Jesuitas?

d) ¿Cuál fue su experiencia previa de trabajo antes de colaborar en una universidad Jesuita?

ii Si **no**: ¿Ha trabajado usted en otras universidades?

a) Si **sí**: ¿Puede decirme, por favor, en cuáles?

i ¿Qué puestos obtuvo?

ii ¿Por cuánto tiempo?

b) Si **no**: ¿Cuál fue su experiencia previa de trabajo antes de colaborar en una universidad de Jesuita?

B ¿En General cuántos años de experiencia de trabajo ha tenido en educación superior?

i Si es **Jesuita**: ¿cuánto tiempo ha estado usted en la Compañía de Jesús?

a) ¿Qué experiencias apostólicas ha tenido y por cuánto tiempo?

ii Si un colaborador **laico**: ¿cuánto tiempo tiene colaborando y asociado a los Jesuitas?





II. CONOCIMIENTO DEL RECTOR SOBRE LA MISIÓN DE LA COMPAÑÍA, CARISMA IGNACIANO, EDUCACIÓN JESUITA, Y PEDAGOGÍA IGNACIANA

- 1. ¿Cómo describiría usted su comprensión de la misión de la Compañía de Jesús en educación superior?**
- 2. ¿Qué ejemplos concretos me pudiera dar que demuestran los elementos esenciales de:**
 - A La misión de la Compañía de Jesús en educación superior
 - B Carisma Ignaciano
 - C Educación Jesuita
 - D Pedagogía Ignaciana
- 3. ¿Ha recibido antes algún tipo de orientación o preparación sobre Educación Jesuita?**
 - A Si sí:
 - i ¿Pudiera usted describir el tipo de orientación o preparación que recibió y cuándo la recibió?
 - ii ¿Pudiera usted describir los elementos esenciales de la educación Jesuita que han sido significativos para usted?
 - B Si no: ¿Qué tipo de entrenamiento u orientación le pudiera servir?
- 4. ¿En sus propias palabras, cómo describiría usted la misión de esta universidad?**
- 5. ¿En sus propias palabras, cómo describiría usted la visión de esta universidad?**
- 6. ¿Desde su perspectiva, de qué manera demuestra usted la implementación práctica de la misión y la visión de la universidad?**





7. ¿Cómo sabe usted como le está yendo como rector de la universidad?

- A ¿Qué tipos evaluaciones utiliza para saber que tan eficaz es su dirección como rector en esta universidad?

IV. COLABORACIÓN CON OTROS

Directivos y Administradores

1. **¿Desde su perspectiva, en qué maneras su gestión directiva influencia e impacta a sus directivos y administradores en la universidad?**
2. **¿Cómo sus directivos y administradores de la universidad responden a su gestión directiva?**
 - A ¿Cómo maneja usted la respuesta de sus directivos y administradores a su gestión directiva en la universidad?
 - i ¿Pudiera usted dar un ejemplo de esto, por favor?
 - B ¿Cómo maneja usted la respuesta de sus directivos y administradores a su autoridad?
 - i ¿Pudiera usted dar un ejemplo, por favor?
3. **¿Cuál es su comprensión del liderazgo que ejercen sus directivos y administradores en la universidad?**
4. **¿Cómo describiría usted su relación con los directivos y administradores en la universidad?**
5. **¿Cuál es su percepción de cómo sus directivos y administradores lo perciben como líder de esta universidad?**

Profesores

1. **¿Desde su perspectiva, en qué maneras su gestión directiva influencia e impacta a sus profesores en la universidad?**





- A ¿Cómo maneja usted la respuesta de sus profesores a su gestión directiva en la universidad?
- i ¿Pudiera dar un ejemplo de esto por favor?
- B ¿Cómo usted maneja la respuesta de sus profesores a su autoridad en la universidad?
- i ¿Pudiera dar un ejemplo por favor?
3. ¿Cuál es su comprensión del liderazgo que ejercen sus profesores en la universidad?
4. ¿Cómo describiría su relación con los profesores de la universidad?
5. ¿Cuál es su percepción de cómo sus profesores lo perciben como líder de esta universidad?

V. UNIVERSIDAD COMO ORGANIZACIÓN

1. ¿Cuál es su percepción de la organización de la universidad y de sus correlaciones?
2. ¿Cómo están sus administrativos, directivos y profesores enterados del papel que juegan y de sus interrelaciones en la universidad?
3. ¿Cuáles son los pasos que usted sigue para tomar una decisión?

VI. COMENTARIOS ADICIONALES DEL PARTICIPANTE

1. ¿Hay algo más que usted quisiera agregar esta entrevista?

VII. OTRAS PREGUNTAS QUE PUEDEN SURGIR DE LA ENCUESTA Y DURANTE LA ENTREVISTA.



APPENDIX G

Jesuit Administrative and Faculty Interview Guide (JAFIG) English Version



Standardized Open-Ended Interview Guide (JAFIG) Senior Administrators and Faculty Version

Instructions

Before meeting the participant for the interview, the researcher will prepare and gather the materials needed for the interview: voice recording device, a copy of the Standardized Open-ended Interview Guide, and a researcher's business card for the interviewee.

At the meeting, the researcher will greet the interviewee and present himself. The participant will be informed of the purpose of the study and length of the interview. The researcher will assure confidentiality to the participant and will seek written consent to record the interviews. After this step has been completed, the researcher will begin the interview following the *Standardized Open-Ended Interview Guide*. At the end of the interview the researcher will thank the participants, reassure confidentiality and give the participant his business card for contact information.

Greeting and Presentation

I want to thank you for being part of this research project and volunteering your time to be interviewed. I am a graduate student at the Institute for Catholic Educational Leadership in the School of Education at the University of San Francisco. The purpose of the study is to identify and examine the perceived the leadership role and style of Jesuit university presidents in the achievement of Jesuit mission in higher education in Mexico. Your contribution is valuable and very important. The results of this study will benefit the mission of Jesuits in higher education in the Mexican Province.

Your participation is voluntary. You have the right to decline answering part or all of the interview questions. Confidentiality will be granted to all participants and universities. In reporting the results of the data collected, your name and that of your university will not be used. Pseudonyms and numerical values will be used instead of real names. The interview will take approximately 60 minutes. The interview will be recorded for its transcription and further analysis. These will be kept confidential and will not be shared with any one.

Completion of Interview

Thank you so much for your participation and time for this interview. Your contribution to this study will be useful for the Mexican Province in the area of higher education. Please be sure that this is confidential. Your name and that of this university will not be revealed. Pseudonyms and codes will be used when reporting the data. If you have any questions regarding this interview, please contact me at any time.

A business card will be given to each participant with the following information:
Fr. Rubén Arceo, S.J., Doctoral Candidate of the Catholic Educational Leadership Program of the University of San Francisco, California, U.S.A. Telephone: (415) 422-6031 and e-mail: rarceo@usfca.edu.





Jesuit Administrative and Faculty Interview Guide (JAFIG)

PARTICIPANTS' GENERAL INFORMATION

University: _____ Code: _____
 Date: _____ Time: _____
 Work Position: _____ Name: _____
 Place of interview: _____

INTERVIEW QUESTIONS

I. GENERAL DEMOGRAPHIC DATA OF PARTICIPANT

1. Present job position.

- A What is your present work position?
- B How long have you been collaborating in your present position in this University?
- C Did you work in this university before you becoming a _____? (Participant's work position)?
 - i If **yes**: what was your previous position? How long did you collaborate in that position?
 - ii If **no**: where do you work before coming to this university?

2. Work experience in Jesuit schools:

- A Have you work in Jesuit schools before?
 - i If **yes**: how many years of work experience do you have in Jesuit schools?
 - a) What was your work position?
 - b) How long did you minister in that position?





ii ¿Si **no**, en donde trabajó usted?

3. Experience in Jesuit universities:

A Have you worked in Jesuit universities before?

i If **yes**: can you please tell me which ones?

a) Can you please tell me what positions did you hold in those universities?

b) How long did you work in each one of them?

c) How many years of work experience do you have in Jesuit universities?

d) What was your previous work experience before you worked in a Jesuit university?

ii If **no**: Have you worked in any other universities?

a) If **yes**: Can you please tell me which ones?

i What positions did you hold?

ii For how long?

b) If **no**: What was your previous work experience before you worked in a Jesuit university?

B In general, how many years of work experience do you have in higher education?

C If a **Jesuit** then: how long have you been in the Society of Jesus?

a) What apostolic experiences did have and for how long?

D If a **lay** collaborator: how long have you been collaborating and associated with the Jesuits?

II. PRESIDENT'S KNOWLEDGE OF THE MISSION OF THE SOCIETY OF JESUS, IGNATIAN CHARISM, JESUIT EDUCATION, AND IGNATIAN PEDAGOGY

1. How would you describe the university president's understanding of the mission of the Society of Jesus in higher education?





2. What concrete examples can you give that demonstrate the president's understanding of the essential elements of:

- B Mission of the Society of Jesus in Higher Education
- C Ignatian Charism
- D Jesuit Education
- E Ignatian Pedagogy

3. Have you received any orientation or training on Jesuit education before?

F If yes:

- i Can you describe for me what kind of training you received and when you received it?
- ii Can you describe for me the essential elements of Jesuit education that have been significant for you?

G If no: What types of training may be helpful for you?

4. In your own words, how would you describe the mission statement of this university?

5. In your own words, how would you describe the vision statement of this university?

6. From your perspective, what are the practical ways in which the president of this university demonstrates the implementation of the mission and vision of the university?

III. JESUIT UNIVERSITY PRESIDENTS' LEADERSHIP ROLE AND STYLE

1. From your perspective, what is the role of the president of the university according to his job description?

2. What factors, qualities or characteristics do you perceived make up the role of the president of this Jesuit university?

- A Can you identify any distinctive factors or qualities which make the role of a president of a Jesuit university different then a president of a public or other private university?





- i If **yes**: can you please list them for me and give a concrete example of what they are:
 - ii If **no**: Why not?
- B How would you describe the president's leadership role in the university in relation to the *Jesuit Characteristics of education*?
- 3. From your perspective, what does the Society of Jesus expect from the president of this Jesuit university?**
- 4. From your perspective, how do you perceive the president achieving the mission of the Society of Jesus in this university?**
- 5. How do you perceive the president as leader of this university?**
 - A From your perspective, how would you describe his leadership style?
 - B Can you please give an example of this?
- 6. From your perspective, how does the president exercise his leadership in this university?**
- 7. How would you describe the way the president exercises his authority in this university?**
- 8. From your perspective, how does the president of the university comes to know how well he is doing as a president of the university?**
 - A What kind of assessment do you think he uses to know how effective is his leadership in the university?

IV. COLLABORATION WITH OTHERS

Senior Administrators

- 1. From your perspective, in what ways does the president's leadership role in the university influence and impact your senior administrators?**
- 2. From your perspective, how do the Senior Administrators of the university respond to the president's leadership style?**





- A From your perspective, how does the president manage the response of his senior administrators to his leadership in the university?
 - i Can you please give an example?
- B From your perspective, how does the president manage the response of his senior administrators to his authority in the university?
 - i Can you please give an example?
- 3. **From your perspective, what is the president's understanding of the leadership role of his senior administrators in the university?**
- 4. **From your perspective, how would you describe the president's relationship with his senior administrators?**
- 5. **What is your perception of how the senior administrators of the university perceive the president as leader of this university?**

Faculty

- 1. **From your perspective, in what ways does the president's leadership role in the university influence and impact his faculty?**
- 2. **From your perspective, how does the faculty respond to the president's leadership style?**
 - A How does he manage the faculty's response to his leadership in the university?
 - i Can you please give me an example?
 - B How does he manage the faculty's response to his authority in the university?
 - i Can you please give an example?
- 3. **From your perception, what is the president's understanding of the faculty's leadership role in the university?**
- 4. **How would you describe the president's relationship with his faculty?**
- 5. **What is your perception of how the faculty perceives the president as leader of this university?**





V. UNIVERSITY AS ORGANIZATION

1. From your perspective, what is the president's perception of the organization of the university and its interrelationships?
2. From your perspective, how are the administrative collaborators and faculty aware of their roles and relationships in the university?
3. From your perspective, what are the steps the president follows to make a decision?

V. PARTICIPANT'S ADDITIONAL COMMENTS

1. Is there anything else, you would like to add this interview?

VI. OTHER QUESTIONS WHICH MAY RISE FROM THE SURVEY AND DURING THE INTERVIEW



APPENDIX H

Jesuit Administrative and Faculty Interview Guide (JAFIG) Spanish Version



Guía de Entrevista para Administrativos y Profesores de Universidades Jesuitas (JUPEG – Versión en Español)

Instrucciones

Antes de reunirse con el participante, el investigador preparará la reunión y los materiales necesarios para entrevista: grabadora, una copia de la guía de entrevistas y una tarjeta de presentación del investigador para el participante en la entrevista.

En la reunión, el investigador saludará y se presentará con el participante. El investigador informará al participante sobre el propósito y el tiempo que durará la entrevista. El investigador garantizará confidencialidad al participante sobre la entrevista y le pedirá su consentimiento por escrito. Después que este paso se haya realizado, el investigador iniciará la entrevista siguiéndole formato de la guía de entrevistas. Al finalizar la entrevista, el investigador le dará las gracias al participante y le asegurará la confidencialidad de la entrevista. Enseguida, el investigador le proporcionará al participante su tarjeta de presentación por si surge alguna duda o pregunta respecto a la entrevista.

Saludo y Presentación

Quiero agradecerle su participación en este proyecto de investigación y por el tiempo que ha dedicado voluntariamente a esta entrevista. Soy estudiante de postgrado del programa “Catholic Educational Leadership” de la escuela de educación en la Universidad de San Francisco, California. El objetivo de mi estudio es identificar y examinar el papel y la gestión directiva de los rectores Jesuitas en la realización de la misión de la Compañía de Jesús en educación superior en México. Su participación en este estudio es valiosa y muy importante. Los resultados del estudio beneficiarán la misión de los Jesuitas de la Provincia Mexicana en el área de educación superior.

Su participación en este estudio es voluntaria. Tiene el derecho a no contestar alguna o todas las preguntas de la entrevista. Se les garantizará confidencialidad a todos los participantes y universidades. Al reportar los datos recabados en el estudio, su nombre y el de la universidad no aparecerán. Se usaran en su lugar pseudónimos y valores numéricos. La entrevista tomará aproximadamente 60 minutos, y será grabada para su transcripción y análisis. Esta información será confidencial y no será compartida con nadie.

Al finalizar la Entrevista

Muchas gracias por su participación y tiempo para esta entrevista. Su participación en este estudio será de gran ayuda a la Provincia Mexicana en el área de educación superior. Tenga la seguridad, por favor, de que su nombre y el de la universidad no aparecerán en los resultados, ya que se usarán seudónimos y códigos para referirse a los datos recabados. Si tiene alguna pregunta en relación a esta entrevista, le pido de favor, se comunique conmigo a cualquier hora.

Se le dará una tarjeta de presentación al participante con la siguiente información:
Fr. Rubén Arceo, S.J., Doctoral Candidate of the Catholic Educational Leadership Program of the
University of San Francisco, California, U.S.A. Telephone: (415) 422-6031 and e-mail: rarceo@usfca.edu.





**Guía de Entrevistas para Administrativos y Profesores de Universidades Jesuitas
(JAFIG – Spanish)**

INFORMACIÓN GENERAL DE LOS PARTICIPANTES

Universidad: _____ Código: _____
 Fecha: _____ Hora: _____
 Puesto de Trabajo: _____ Nombre: _____
 Lugar de la entrevista: _____

PREGUNTAS PARA LA ENTREVISTA

I. DATOS ESTADÍSTICOS GENERALES DEL PARTICIPANTE

1. Puesto de trabajo actual:

- A ¿Cuál es su puesto actual de trabajo?
- B ¿Cuánto tiempo tiene colaborando en su puesto actual en esta universidad?
- C ¿Colaboró en esta Universidad antes de ser _____ (Puesto de trabajo del participante)?
 - i Si **sí**: ¿cuál fue su puesto anterior? ¿Cuánto tiempo colaboró en ese puesto?
 - ii ¿Si **no**, dónde trabajo usted antes de venir a esta universidad?

2. Experiencia de trabajo en escuelas Jesuitas:

- A ¿Ha trabajado usted en escuelas Jesuitas antes?
 - i Si **sí**: ¿cuántos años de experiencia de trabajó tiene usted en escuelas Jesuitas?
 - a) ¿Cuál fue su puesto de trabajo?





- b) ¿Cuanto tiempo colaboró en ese puesto?
- ii ¿Si **no**, en dónde trabajó usted?

3. Experiencia en universidades del Jesuitas:

- A ¿Ha trabajado usted en universidades Jesuitas antes?
 - i Si **sí**: ¿podiera decirme usted en cuáles por favor?
 - a) ¿Podiera decirme, por favor, qué puestos ocupó en esas universidades?
 - b) ¿Cuanto tiempo trabajó usted en cada uno de ellas?
 - c) ¿Cuántos años de experiencia de trabajo tiene usted en universidades Jesuitas?
 - d) ¿Cuál fue su experiencia previa de trabajo antes de trabajar en una universidad Jesuita?
 - ii Si **no**: ¿Ha trabajado usted en otras universidades?
 - a) Si **sí**: ¿Podiera decirme, por favor, en cuáles?
 - i ¿Qué puestos obtuvo?
 - ii ¿Por cuánto tiempo?
 - b) Si **no**: ¿Cuál fue su experiencia previa de trabajo antes de trabajar en una universidad de Jesuita?
- B ¿En General cuántos años de experiencia de trabajo ha tenido en educación superior?
- C Si es **Jesuita**: ¿cuánto tiempo usted ha estado en la Compañía de Jesús?
 - a) ¿Qué experiencias apostólicas ha tenido y por cuánto tiempo?
- D Si un colaborador **laico**: ¿cuánto tiempo tiene colaborando y asociado a los Jesuitas?





II. CONOCIMIENTO DEL RECTOR SOBRE LA MISIÓN DE LA COMPAÑÍA, CARISMA IGNACIANO, EDUCACIÓN JESUITA, Y PEDAGOGÍA IGNACIANA

1. **¿Cómo describiría usted la comprensión que tiene el rector de la misión de la Compañía de Jesús en educación superior?**
2. **¿Qué ejemplos concretos me pudiera dar que demuestran la comprensión del rector sobre los elementos esenciales de:**
 - A La misión de la Compañía de Jesús en educación superior
 - B Carisma Ignaciano
 - C Educación Jesuita
 - D Pedagogía Ignaciana
3. **¿Ha recibido antes algún tipo de orientación o preparación sobre Educación Jesuita?**
 - A Si sí:
 - i ¿Pudiera describir el tipo de orientación o preparación recibió y cuando la obtuvo?
 - ii ¿Pudiera describir los elementos esenciales de la educación Jesuita que han sido significativos para usted?
 - B Si no: ¿Qué tipo de entrenamiento u orientación le pudiera servir?
4. **¿En sus propias palabras, cómo describiría usted la misión de esta universidad?**
5. **¿En sus propias palabras, cómo describiría usted la visión de esta universidad?**
6. **¿Desde su perspectiva, de qué manera demuestra el rector de la universidad la implementación práctica de la misión y la visión de la universidad?**





III. PAPEL Y GESTIÓN DIRECTIVA DEL RECTOR DE LA UNIVERSIDAD JESUITA

1. **¿Desde su perspectiva, cuál es el papel del rector de la universidad de acuerdo a la descripción de su puesto?**
2. **¿Qué factores, calidades o características percibe usted que constituyen el papel del rector de una universidad Jesuita?**
 - A ¿Puede usted identificar algunos factores distintivos o calidades que hacen del papel del rector de una universidad Jesuita diferente a la de un rector de una universidad pública?
 - i Si sí: ¿Podría usted enumerarlos por favor, y dar un ejemplo concreto de cómo usted los entiende?
 - ii Si no: ¿Por qué no?
 - B ¿Cómo describiría usted la gestión directiva del rector de la universidad en relación con las *Características de Educación Jesuita*?
3. **¿Desde su perspectiva, qué espera la Compañía de Jesús del rector de esta universidad Jesuita?**
4. **¿Desde su perspectiva, cómo percibe al rector realizando la misión de la Compañía de Jesús en esta universidad?**
5. **¿Cómo percibe usted al rector como líder de esta universidad?**
 - A ¿Desde su perspectiva, cómo describiría usted su estilo de dirección?
 - B ¿Me pudiera usted dar un ejemplo por favor?
6. **¿Desde su perspectiva, cómo el rector ejerce su dirección en esta universidad?**
7. **¿Cómo usted describiría la manera que el rector ejercita su autoridad en esta universidad?**
8. **¿Desde su perspectiva, cómo sabe el rector cómo le está yendo como rector de la universidad?**
 - A ¿Qué tipos evaluaciones cree usted que utiliza el rector para saber que tan eficaz es su dirección en esta universidad?





IV. COLABORACIÓN CON OTROS

Directivos y Administradores

1. **¿Desde su perspectiva, en qué maneras la gestión directiva del rector influencia e impacta a sus directivos y administradores en la universidad?**
2. **¿Desde su perspectiva, cómo responden los directivos y administradores de la universidad a la gestión directiva del rector?**
 - A **¿Desde su perspectiva, cómo maneja el rector la respuesta de sus directivos y administradores a su gestión directiva en la universidad?**
 - i **¿Podiera dar usted un ejemplo de esto por favor?**
 - B **¿Desde su perspectiva, cómo el rector maneja la respuesta de sus directivos y administradores a su autoridad en la universidad?**
 - i **¿Podiera dar usted un ejemplo por favor?**
3. **¿Desde su perspectiva, cuál la comprensión del rector sobre el papel de la gestión directiva de sus directivos y administradores en la universidad?**
4. **¿Desde su perspectiva, cómo describiría usted la relación que tiene el rector con sus directivos y administradores?**
5. **¿Cuál es su percepción de cómo los directivos y administradores perciben al rector como líder de esta universidad?**

Profesores

1. **¿Desde su perspectiva, en qué maneras la gestión directiva del rector influencia e impacta a sus profesores?**
2. **¿Desde su perspectiva, cómo responden los profesores de la universidad a la gestión directiva del rector?**





- B ¿Desde su perspectiva, cómo rector maneja la respuesta de sus profesores a su autoridad en la universidad?
- i ¿Podiera darme un ejemplo por favor?
3. ¿Desde su perspectiva, cuál es la comprensión del rector sobre el liderazgo que ejercen sus profesores la universidad?
4. ¿Cómo describiría usted la relación del rector con sus profesores en la universidad?
5. ¿Desde su perspectiva, cómo los profesores perciben al rector como líder de esta universidad?

V. UNIVERSIDAD COMO ORGANIZACIÓN

1. ¿Desde su perspectiva, cuál es la percepción del rector sobre la organización de la universidad y de sus interrelaciones?
2. ¿Desde su perspectiva, cómo los administrativos, directivos y profesores están enterados del papel que juegan y de sus interrelaciones en la universidad?
3. ¿Desde su perspectiva, cuáles son los pasos que el rector sigue para tomar una decisión?

VI. COMENTARIOS ADICIONALES DEL PARTICIPANTE

1. ¿Hay algo más que usted quisiera agregar esta entrevista?

VII. OTRAS PREGUNTAS QUE PUEDEN SURGIR DE LA ENCUESTA Y DURANTE LA ENTREVISTA.



APPENDIX I
Invitation Letter to Participate in Research Project
(English and Spanish)



INVITATION AND CONSENT LETTER UNIVERSITY OF SAN FRANCISCO

Date _____

Dear Mr./ Mrs./ Dr.

Greetings and hope you are doing well.

I am a Jesuit from the Mexican Province and I am doing my doctorate in the Catholic Educational Leadership in the School Program of the School of Education at the University of San Francisco.

At this point I am working on my doctoral dissertation and I will be conducting a research study in your university. The purpose of the study is to identify and examine the perceived leadership role and style of Jesuit university presidents in Mexico in the achievement of Jesuit mission in higher education. The results of this study are intended to benefit the mission in higher education of the Mexican Province.

The provincial and the president of the university had given me their approval to conduct this study in your university. I want to invite you to participate in this research study as collaborator of this university. I obtained your name and contact information from the university's directory your participation in this study will consist in completing a survey on-line, which you will receive on your e-mail and a personal interview with me.

Your participation is voluntary. If in the study you find an item in the survey or interview questions that may make you feel uncomfortable you are free to decline in answering any questions you do not wish to respond or stop your participation at any time.

Although you will not be asked to put your name on the survey, only if you wish to participate in the interviews to contact you, I will know that you that you are participating in the study because I sent you this letter of invitation.

Participation in this research project may mean a loss of confidentiality. From my part, try to keep study records as confidential as is possible. No individual identities will be used in any reports or publications resulting from the study. Study information will be coded and kept in locked files at all times. When reporting the results of the study, I will be using pseudonyms, numbers and codes to refer to individuals and universities. Individual results will not be shared with personnel of your university or Jesuits from the Mexican Province.

While there will be no direct benefit to you from participating in this study, the anticipated benefit of this study is a better understanding of the mission in higher education of the Mexican Province of the Society of Jesus. There will be no costs to you as a result of taking part in this study, nor will you be reimbursed for your participation in this study.

If you have questions about the research, you may contact me at any time. If you have further questions about the study, you may contact the IRBPHS at the University of San Francisco, which is concerned with protection of volunteers in research projects. You may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

YOUR PARTICIPATION IN THIS RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or to withdraw from it at any point. The Provincial and the president of the university are aware of this study, but this does not require you to participate in this study. Your decision as to whether or not to participate will have no influence on your present or future status as an employee and collaborator in this university.

Thank you for your time and attention. **If you agree to participate, please reply to this e-mail by expressing your consent.** I will then send you the survey by e-mail with more information about the study and instructions for the completion. God bless you. Look forward in hearing from you.

Sincerely,

Fr. Rubén Arceo, S.J.

Doctoral Candidate

Catholic Educational Leadership Program

University of San Francisco, California, U.S.A.

001-818- 668-1856 Cell phone) / 001-415-422-6031 (Home phone)

E-mial: rarceo@usfca.edu or rarceosj@yahoo.com





Carta de Invitación y Consentimiento a Administradores y Profesores

Date _____

Estimado(a) Sr./ Sra. / Dr./ Dra.,

Le envío mis saludos esperando se encuentre bien.

Soy Jesuita de la Provincia de México y estoy realizando mi doctorado en la escuela de Educación en el programa de *Catholic Educational Leadership* en la universidad de San Francisco.

En este momento estoy trabajando en mi tesis doctoral y llevaré acabo un proyecto de investigación en su universidad. El propósito del estudio es identificar y examinar el papel que juegan los rectores de las universidades Jesuitas de México y su gestión directiva en la realización de la misión de la Compañía de Jesús educación superior. Los resultados de este estudio intentan beneficiar la misión educativa de la Provincia Mexicana en educación superior.

El provincial y el rector de la universidad me han dado su consentimiento para realizar este estudio en su universidad. Lo(a) quiero invitar a participar en este estudio de investigación como colaborador de esta universidad. Obtuve su nombre e información para contactarlo(a) por medio del directorio de la universidad. Su participación en este estudio consistirá en llenar una encuesta por Internet, que recibirá por correo electrónico, y una entrevista personal conmigo.

Su participación es voluntaria. Si en el estudio encuentra algún contenido de la encuesta o de la entrevista que le incomode, tendrá toda la libertad de no contestar esa pregunta y/o dejar de participar en este estudio.

Aunque no se le pedirá que ponga su nombre en la encuesta, amenos que proporcioné su información para contactarlo(a) para le entrevista, sabré que estará participando en el estudio por esta invitación.

Es posible que pueda haber alguna falla en la confidencialidad de su participación en este estudio. De mi parte, mantendré los datos recabados del estudio lo más confidencial posible. La información de este estudio será codificada y puesta en un lugar seguro. Para la presentación de los resultados usaré seudónimos, números o claves para referir me a las personas y universidades. Los resultados individuales no serán compartidos con el personal de su universidad o con los Jesuitas de la provincia mexicana.

Aunque el estudio no le dará algún beneficio personal por participar, su participación ayudará a la Provincia Mexicana de la Compañía de Jesús en tener una mayor comprensión su misión en

educación superior. De la misma manera, su participación en este estudio no le atribuirá costo alguno o reembolso.

Si tiene alguna pregunta sobre la investigación, puede contactarme a cualquier momento. Si tiene más dudas, puede contactarse al departamento de IRBPHS de la Universidad de San Francisco, que se encarga de la protección de voluntarios para proyectos de investigación, al teléfono (415) 422-6090 o por correo electrónico al IRBPHS@usfca.edu o puede escribir a IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA. 94117-1080.

SU PARTICIPACIÓN ES VOLUNTARIA EN ESTE PROYECTO DE INVESTIGACIÓN. Tiene derecho a dejar de participar o dejar el estudio en cualquier momento. El provincial y el rector están informados sobre las características de este proyecto, pero su decisión de participar o no en este proyecto, no afectará en ningún modo su trabajo actual o futuro como colaborador de esta universidad.

Le agradezco por su atención y tiempo. **Si ésta interesado(a) en ayudarme en este proyecto, por favor, contésteme este correo.** Le enviare la encuesta a su cuenta de correo electrónico con más información e instrucciones de cómo completar la encuesta. Que Dios lo(a) la bendiga. Espero su respuesta.

Atentamente,

P. Rubén Arceo, S.J.

Candidato al Doctorado en el programa de *Catholic Educational Leadership* de la University of San Francisco, California, U.S.A.

001-818- 668-1856 (Celular) / 001-415-422-6031 (Casa)

Correo Electrónico: rarceo@usfca.edu / rarceosj@yahoo.com



APPENDIX J
Instructions to Access Survey On-line
(English and Spanish)



Jesuit University Presidents E-mail Instructions to Access Survey On-line

Date _____

Dear participant,

Thank you for participating in this study. I am very grateful for your time and attention on this matter.

Below, you will find a URL link to the president's survey. Please double click with your mouse on the URL link and the survey will appear on your computer screen. The survey cover letter will give you information about the survey and instructions on how to complete it. Every page contains instructions, and a leading question for the statements display. Please take your time to read carefully each question and statement.

Thank you so much for your time and assistance. If you have any questions, please don't hesitate to contact me. God bless.

Presidents Survey Link

https://www.surveymonkey.com/s.aspx?sm=MDfaC2GaCAM0Snir_2b1nMSQ_3d_3d

Fraternally,

Fr. Rubén Arceo, S.J.
 Doctorate Candidate of the *Catholic Educational Leadership* Program
 University of San Francisco, California, U.S.A.
 818- 668-1856 (Cellular) / 415-422-6031 (home)
 E-mail: rarceo@usfca.edu / rarceosj@yahoo.com





Correo Electrónico con Instrucciones y Acceso a la Encuesta Electrónica para Rectores de Universidades Jesuitas

Fecha _____

Estimado Rector,

Muchas gracias por su participación en este estudio. Me siento muy agradecido por tu tiempo y atención en este asunto.

Abajo de este mensaje encontrará la dirección electrónica de la encuesta para rectores. Puede colocar el puntero del ratón en la dirección y activarla apretando botón derecho del ratón dos veces. Enseguida aparecerá la encuesta en su pantalla.

La portada de la encuesta le proporcionará información sobre el estudio de investigación e instrucciones sobre como completar la encuesta. Cada sección de la encuesta contiene instrucciones y una pregunta principal, a la cual le siguen una serie de afirmaciones. Por favor tome tiempo para leerlas cuidadosamente.

Le agradezco de nuevo su tiempo y apoyo. Si tiene alguna duda o pregunta, le ruego de favor que se contacte conmigo. Me dará mucho gusto ayudarlo. Que Dios le bendiga.

Dirección Electrónica para la encuesta de rectores

https://www.surveymonkey.com/s.aspx?sm=MDfaC2GaCAM0Snir_2b1nMSQ_3d_3d

Fraternalmente,

P. Rubén Arceo, S.J.

Candidato al Doctorado del programa de *Catholic Educational Leadership* de la University of San Francisco, California, U.S.A.

001-818- 668-1856 (Celular) / 001-415-422-6031 (casa)

Correo electrónico: rarceo@usfca.edu / rarceosj@yahoo.com





Administrators and Faculty E-mail Instruction to access Survey On-line

Date _____

Dear participant,

Thank you for participating in this study. I am very grateful for your time and attention on this matter.

Below, you will find a URL link to the administrators and faculty survey. Please double click with your mouse on the URL link and the survey will appear on your computer screen. The survey cover letter will give you information about the survey and instructions on how to complete it. Every page contains instructions, and a leading question for the statements display. Please take your time to read carefully each question and statement.

Thank you so much for your time and assistance. If you have any questions, please don't hesitate to contact me. God bless.

ADMINISTRATORS AND FACULTY SURVEY LINK

https://www.surveymonkey.com/s.aspx?sm=yIMQA8xdGKzZfgYNql4dQ_3d_3d

Fraternally,

Fr. Rubén Arceo, S.J.
 Doctorate Candidate of the *Catholic Educational Leadership Program*
 University of San Francisco, California, U.S.A.
 818- 668-1856 (Cellular) / 415-422-6031 (home)
 E-mail: rarceo@usfca.edu / rarceosj@yahoo.com





Correo Electrónico con Instrucciones y Acceso a la Encuesta Electrónica para Administrativos y Profesores Universidades Jesuitas

Fecha _____

Estimado (a) _____

Muchas gracias por su participación en este estudio. Me siento muy agradecido por tu tiempo y atención en este asunto.

Abajo de este mensaje encontrará la dirección electrónica de la encuesta para administrativos y profesores. Puede colocar el puntero del ratón en la dirección y activarla apretando botón derecho del ratón dos veces. Enseguida aparecerá la encuesta en su pantalla.

La portada de la encuesta le proporcionará información sobre el estudio de investigación e instrucciones sobre como completar la encuesta. Cada sección de la encuesta contiene instrucciones y una pregunta principal, a la cual le siguen una serie de afirmaciones. Por favor tome tiempo para leerlas cuidadosamente.

Le agradezco de nuevo su tiempo y apoyo. Si tiene alguna duda o pregunta, le ruego de favor que se contacte conmigo. Me dará mucho gusto ayudarle. Que Dios le bendiga.

Dirección Electrónica para la encuesta administrativos y profesores

https://www.surveymonkey.com/s.aspx?sm=yIMQA8xdGKzZfgYNql4dQ_3d_3d

Fraternalmente,

P. Rubén Arceo, S.J.
Candidato al Doctorado del programa de *Catholic Educational Leadership* de la
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APPENDIX K
Notification to Participate in Face-to-Face Interviews
(English and Spanish)



Jesuit University Presidents Notification to Participate in Face-to-Face Interviews

Date _____

Dear participant,

Thank you for completing the survey and for participating in this study. I am very grateful for your time and attention.

In this e-mail I want to inform you that you have been selected to participate in an interview as part of the second phase of this research study. The interview will take about an hour and half, and we will meet at a convenient time and place. The interview will be recorded for its transcription. This information will be confidential. Your name and the name of your university will be coded and disguised when reporting the results. In the interview, I will ask you a set of questions related to your present job position, work experience and your perceptions of your leadership role as president of the university.

At this point, I am designing a schedule to visit your university and meet with you. I would like to ask you which of the following dates will work best for you: from _____ to _____ and to let me know at what time and place would be more convenient to meet you.

Thank you so much for your time and assistance. I will e-mail you back to confirm with you our appointment. If you have any questions, please don't hesitate to contact me. God bless you and I look forward to hear from you.

Fraternally,

Fr. Rubén Arceo, S.J.
 Doctorate Candidate of the *Catholic Educational Leadership* Program
 University of San Francisco, California, U.S.A.
 818- 668-1856 (Cellular) / 415-422-6031 (home)
 E-mail: rarceo@usfca.edu / rarceosj@yahoo.com





Notificación para Rectores de las Universidades Jesuitas sobre su participación en las Entrevistas

Fecha _____

Estimado _____,

Muchas gracias por haber realizado la encuesta y por participar en este estudio. Me siento muy agradecido por su tiempo y atención.

Por medio de este correo electrónico le informo que ha sido seleccionado para una entrevista como parte de la segunda fase de este proyecto de investigación. La entrevista tomará alrededor de una hora y media, y nos reuniremos a una hora y en un lugar que le sea conveniente. La entrevista será grabada para su transcripción. Esta información será confidencial. Su nombre y el de la universidad serán codificados, y no aparecerán al reportar los datos. En la entrevista le haré una serie de preguntas relacionadas con su puesto de trabajo, su experiencia laboral y percepciones sobre su gestión directiva y papel como rector de la universidad.

En este momento estoy diseñando un calendario para visitar su universidad y encontrarme con usted. Quiero preguntarle que día tendría usted disponible para dar me una cita en durante siguiente fecha:
Del _____ al _____ del 2009, y decirme a que hora y lugar le sería más conveniente.

Le agradezco mucho su tiempo y apoyo. Le enviaré un correo electrónico para confirmar nuestra cita cuando haya recibido su respuesta. Si tiene alguna pregunta o alguna duda, le pido de favor que se comunique conmigo. Que Dios le bendiga y espero pronto tener noticias de usted.

Fraternalmente,

Fr. Rubén Arceo, S.J.
Candidato al Doctorado del programa *Catholic Educational Leadership* de la
Universidad de San Francisco, California, U.S.A.
818- 668-1856 (Celar) / 415-422-6031 (casa)
Correo electrónico: rarceo@usfca.edu / rarceosj@yahoo.com





Administrative and Faculty Notification to Participate in Face-to-Face Interviews

Date _____

Dear participant,

Thank you for completing the survey and for participating in this study. I am very grateful for your time and attention.

In this e-mail I want to inform you that you have been selected to participate in an interview as part of the second phase of this research study. The interview will take about an hour and half, and we will meet at a convenient time and place. The interview will be recorded for its transcription. This information will be confidential. Your name and the name of your university will be coded and disguised when reporting the results. In the interview, I will ask you a set of questions related to your present job position, work experience and your perceptions of the leadership role of the president of the university.

At this point, I am designing a schedule to visit your university and meet with you. I would like to ask you which of the following dates will work best for you: from _____ to _____ and to let me know at what time and place would be more convenient to meet you.

Thank you so much for your time and assistance. I will e-mail you back to confirm with you our appointment. If you have any questions, please don't hesitate to contact me. God bless you and I look forward to hear from you.

Fraternally,

Fr. Rubén Arceo, S.J.
 Doctorate Candidate of the *Catholic Educational Leadership Program*
 University of San Francisco, California, U.S.A.
 818- 668-1856 (Cellular) / 415-422-6031 (home)
 E-mail: rarceo@usfca.edu / rarceosj@yahoo.com





Notificación para Administrativos y Profesores de las Universidades Jesuitas sobre su participación en las Entrevistas

Fecha _____

Estimado(a) _____,

Muchas gracias por haber realizado la encuesta y por participar en este estudio. Me siento muy agradecido por su tiempo y atención.

Por medio de este correo electrónico le informo que ha sido seleccionado(a) para una entrevista, como parte de la segunda fase de este proyecto de investigación. La entrevista tomará alrededor de una hora y media, y nos reuniremos a una hora y en un lugar que le sea conveniente. La entrevista será grabada para su transcripción. Esta información será confidencial. Su nombre y el de la universidad serán codificados, y no aparecerán en los resultados al reportar los datos y serán codificados. En la entrevista le haré una serie de preguntas relacionadas con su puesto de trabajo, su experiencia laboral y sus percepciones sobre la gestión directiva del rector de la universidad.

En este momento estoy diseñando un calendario para visitar su universidad y encontrarme con usted. Quiero preguntarle que día tendría disponible para dar me una cita en la siguiente fecha:
Del _____ al _____ del 2009, y decirme a que hora y lugar le sería más conveniente.

Le agradezco mucho su tiempo y apoyo. Le enviaré un correo electrónico de confirmación cuando reciba su respuesta. Si tiene alguna pregunta o alguna duda, le pido de favor que se comunique contigo. Que Dios le bendiga y espero tener pronto noticias de usted.

Fraternalmente,

Fr. Rubén Arceo, S.J.
Candidato al Doctorado del programa *Catholic Educational Leadership* de la
Universidad de San Francisco, California, U.S.A.
818- 668-1856 (Celar) / 415-422-6031 (casa)
Correo electrónico: rarceo@usfca.edu / rarceosj@yahoo.com



APPENDIX L
Interview Consent Form
(English and Spanish)



PARTICIPANTS INFORM CONSENT LETTER FOR INTERVIEWS

University of San Francisco, California, USA

Date _____

CONSENT TO BE A RESEARCH SUBJECT

Purpose and Background

Fr. Ruben Arceo, S.J., a graduate student from the Institute for Catholic Educational Leadership in the School of Education at the University of San Francisco is doing a study on perceived leadership roles and styles of Jesuit university presidents in the achievement of Jesuit mission in higher education in Mexico. The researcher is interested in having a better understanding of the mission in higher education of the Mexican Province of the Society of Jesus.

I am being asked to participate because I am an independent adult and collaborator in this university in an administrative position or faculty member of this university participating in Fr. Ruben's research study.

Procedures

If I agree to be a participant in this study, the following will happen:

1. I will complete a survey on Administrative and Faculty Perceptions on University President's Leadership Roles and Styles in the achievement of Jesuit mission in higher education in Mexico.
2. I will complete a short questionnaire at the end of the survey providing basic information about me, including age, gender, job history, and religion
3. I will participate in an interview with Fr. Ruben Arceo, S.J. in which I will be asked about my present job position, work experience, understanding of Jesuit education and my perceptions of the University President's Leadership Roles and Styles in the achievement of Jesuit mission in higher education in Mexico.
4. I will complete the surveys and participate in interview at time and place that is most convenient for me in agreement with Fr. Ruben Arceo, S.J.

Risks and/or Discomforts

1. It is possible that some of the items of the survey and interview questions may make me feel uncomfortable, but I am free to decline to answer any questions I do not wish to answer or to stop participation at any time.
2. Participation in research may mean a loss of confidentiality. Study records will be kept as confidential as is possible. No individual identities will be used in any reports or publications resulting from the study. Study information will be coded and kept in locked files at all times. Only study personnel will have access to the files.
3. Because the time required for my participation may be up to 2 hours, I may become tired or bored.

Benefits

I am aware that there will be no direct benefit to me from participating in this study. The anticipated benefit of this study is a better understanding of the mission in higher education of the Mexican Province of the Society of Jesus.

Costs/Financial Considerations

There will be no financial costs to me as a result of taking part in this study.

Payment/Reimbursement

I will not be reimbursed for my participation in this study. If I decide to withdraw from the study before I have completed participating or the researchers decide to terminate my study participation, I will be acknowledge by the researchers gratitude. This will be sufficient for me.

Questions

I have talked to Fr. Ruben Arceo, S.J. about this study and have had my questions answered. If I have further questions about the study, I may call him at (415) 422-6031 or his cell phone (818) 688-1856.

If I have any questions or comments about participation in this study, I should first talk with the researcher. If for some reason I do not wish to do this, I may contact the IRBPHS, which is concerned with protection of volunteers in research projects. I may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Consent

I have been given a copy of the "Research Subject's Bill of Rights" and I have been given a copy of this consent form to keep.

PARTICIPATION IN RESEARCH IS VOLUNTARY. I am free to decline to be in this study, or to withdraw from it at any point. My decision as to whether or not to participate in this study will have no influence on my present or future status as a student or employee at USF.

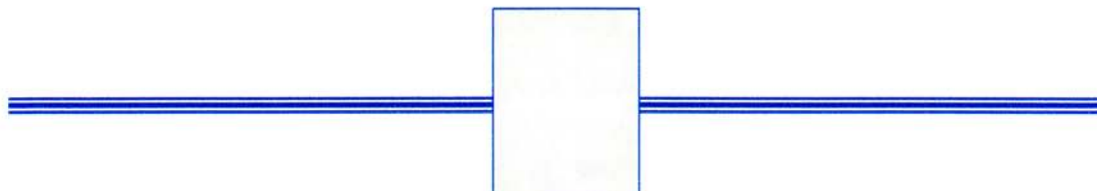
My signature below indicates that I agree to participate in this study.

Subject's Signature

Date of Signature

Signature of Person Obtaining Consent

Date of Signature





CARTA DE INFORMACIÓN Y CONSENTIMIENTO PARA ENTREVISTAS

Universidad de San Francisco, California, USA

Fecha _____

CONSENTIMIENTO PARA PARTICIPAR EN EL ESTUDIO

Presentación, Objetivo del Estudio, Contexto

El P. Rubén Arceo, S.J., estudiante de postgrado en el "Institute for Catholic Educational Leadership" de la Universidad de San Francisco (California), esta realizando un estudio sobre la percepción de liderazgo y gestión administrativa de los rectores de universidades Jesuitas en México. Esta investigación busca obtener un conocimiento amplio sobre el desempeño de la Compañía de Jesús en la Provincia de México.

Hago constar que yo he sido invitado/a a participar en esta investigación como persona adulta que colabora en esta universidad ya sea en el área de enseñanza o administrativa.

Procedimientos

Hago constar que como participante en este estudio estaré dispuesto a hacer lo siguiente:

1. Llenare la encuesta sobre las percepciones que existen respecto al liderazgo y forma de gestión administrativa del rector en esta universidad.
2. Estaré dispuesto/a a llenar un cuestionario al final de la encuesta para dar una información personal en cuanto a mi edad, genero, experiencia de trabajo, y religión.
3. Estaré dispuesto/a a participar en una entrevista con el P. Rubén Arceo, S.J., en el evento de ser seleccionado/a para este estudio. La entrevista será grabada y se llevara a cabo en un lugar y a una hora conveniente para ambos.
4. Soy conciente que en esta entrevista se me harán preguntas sobre mi cargo y trabajo actual, experiencia de trabajo, comprensión sobre la filosofía educativa de la Compañía de Jesús y percepción personal sobre la gestión directiva y el papel que juega el rector dentro de la universidad en la realización de la misión educativa Jesuita.

Riesgos e incomodidades:

1. Soy conciente que algunas de las preguntas de la encuesta o entrevista me puedan incomodar, pero también se que tengo la libertad de dejar de contestar cualquier pregunta o de dejar de participar en la entrevista si así lo deseo.
2. Soy conciente que la entrevista será totalmente confidencial. Sin embargo, existe la posibilidad de que por accidente se extravíen estos datos confidenciales (es necesario decir esto? La gente se va a asustar!) La información se mantendrá en estricta confidencia y ni los nombres propios ni las identidades serán divulgados ni en los reportes ni en las publicaciones provenientes de este estudio. La información será codificada y guardada bajo llave. Solo el personal involucrado en el estudio tendrá acceso a los archivos.
3. Se me ha informado que el tiempo aproximado de participación requerido para la encuesta y entrevista será de dos horas (es necesario decir que la persona se puede cansar o aburrir? Por Dios, se trata de adultos!)

Beneficios

Soy conciente de que no habrá un beneficio directo para mí al participar en este estudio. El beneficio anticipado de este estudio es simplemente obtener una mayor comprensión de la educación superior de la Provincia Mexicana de la Compañía de Jesús.

Costos o Consideraciones Económicas

También entiendo que la participación en este estudio no me generara ningún gasto o costo alguno.

Pago o Reembolso

No habrá pago o reembolso alguno por razón de mi participación en este estudio. Si decido interrumpir mi participación, o si el investigador decide que yo deje de participar, simplemente recibiré las gracias por el trabajo hasta ese momento realizado (No creo que este párrafo sea necesario, se entiende del párrafo anterior)

Preguntas

Hago constar que he conversado con el P. Rubén Arceo, S.J. sobre este estudio y que el me ha contestado cualquier pregunta que yo pueda tener. Se me ha informado que si tengo alguna pregunta adicional lo puedo contactar (415) 422-6031 o a su celular (818) 688-1856.

También entiendo que en el caso de tener alguna pregunta o comentario sobre esta investigación, debo hablar en primera instancia con el investigador. Si por alguna razón no lo quiero hacer, tendré la opción de comunicarme con la oficina de IRBPHS de la Universidad de San Francisco al teléfono (415) 422-6091 o escribir un correo electrónico a IRBPHS@usfca.edu, o también escribir a IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Consentimiento

He recibido una copia sobre “Los Derechos del Sujeto” y también se me ha dado una copia de este documento

Afirmo que mi participación en esta investigación es voluntaria y que tengo la libertad de no participar en ella. También tengo el derecho de interrumpir la encuesta o la entrevista si así lo deseo y soy conciente que mi participación en este estudio no va a influir ni en el presente o futuro status como estudiante o trabajador en esta universidad

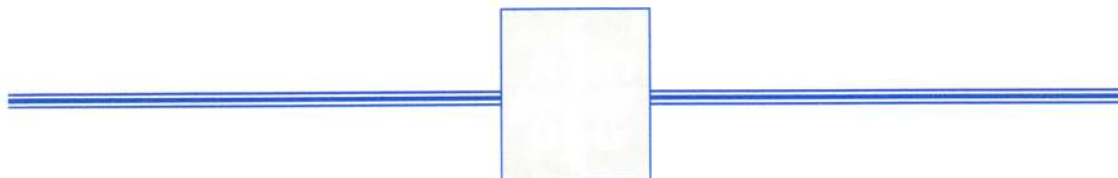
Al sentar mi firma, indico que estoy de acuerdo con el estudio

Firma del participante

Fecha

Firma del investigador

Fecha



APPENDIX M
Bill of Rights
(English and Spanish)



Research Subjects Bill of Rights

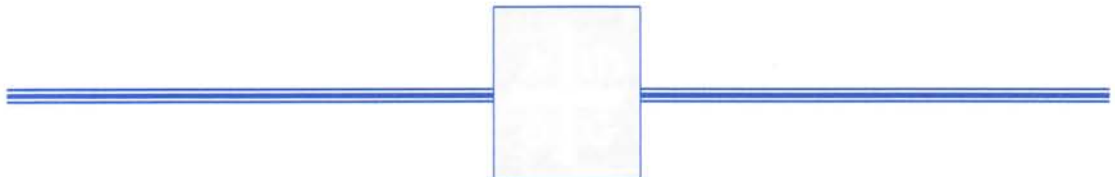
University of San Francisco
California, USA

The rights below are the rights of every person who is asked to be in a research study. As a research subject, I have the following rights:

Research subjects can expect:

1. To be told the extent to which confidentiality of records identifying the subject will be maintained and of the possibility that specified individuals, internal and external regulatory agencies, or study sponsors may inspect information in the medical record specifically related to participation in the clinical trial.
2. To be told of any benefits that may reasonably be expected from the research.
3. To be told of any reasonably foreseeable discomforts or risks.
4. To be told of appropriate alternative procedures or courses of treatment that might be of benefit to the subject.
5. To be told of the procedures to be followed during the course of participation, especially those that are experimental in nature.
6. To be told that they may refuse to participate (participation is voluntary), and that declining to participate will not compromise access to services and will not result in penalty or loss of benefits to which the subject is otherwise entitled.
7. To be told about compensation and medical treatment if research related injury occurs and where further information may be obtained when participating in research involving more than minimal risk.
8. To be told whom to contact for answers to pertinent questions about the research, about the research subjects' rights and whom to contact in the event of a research-related injury to the subject.
9. To be told of anticipated circumstances under which the investigator without regard to the subject's consent may terminate the subject's participation.
10. To be told of any additional costs to the subject that may result from participation in the research.

11. To be told of the consequences of a subjects' decision to withdraw from the research and procedures for orderly termination of participation by the subject.
12. To be told that significant new findings developed during the course of the research that may relate to the subject's willingness to continue participation will be provided to the subject.
13. To be told the approximate number of subjects involved in the study.
14. To be told what the study is trying to find out;
15. To be told what will happen to me and whether any of the procedures, drugs, or devices are different from what would be used in standard practice;
16. To be told about the frequent and/or important risks, side effects, or discomforts of the things that will happen to me for research purposes;
17. To be told if I can expect any benefit from participating, and, if so, what the benefit might be;
18. To be told of the other choices I have and how they may be better or worse than being in the study; To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study;
19. To be told what sort of medical or psychological treatment is available if any complications arise;
20. To refuse to participate at all or to change my mind about participation after the study is started; if I were to make such a decision, it will not affect my right to receive the care or privileges I would receive if I were not in the study;
21. To receive a copy of the signed and dated consent form; and
22. To be free of pressure when considering whether I wish to agree to be in the study. If I have other questions, I should ask the researcher or the research assistant. In addition, I may contact the Institutional Review Board for the Protection of Human Subjects (IRBPHS), which is concerned with protection of volunteers in research projects. I may reach the IRBPHS by calling (415) 422-6091, by electronic mail at IRBPHS@usfca.edu, or by writing to USF IRBPHS, Department of Counseling Psychology, Education Building, 2130 Fulton Street, San Francisco, CA 94117-1080.





DERECHOS DE QUIENES PARTICIPAN EN PROYECTOS DE INVESTIGACIÓN

Universidad de San Francisco, CA, USA

En seguida se presenta la lista de los derechos que tienen las personas que participan en proyectos de investigación de acuerdo al *Institutional Review Board for the Protection of Human Subjects* (IRBPHS), de la Universidad de San Francisco, California, USA.

La persona que participa en un proyecto de investigación puede esperar lo siguiente:

1. Ser informada/o sobre el grado de confidencialidad de sus datos personales que la identifican, y puede haber la posibilidad de que personal interno o externo de la universidad o el encargado de supervisar el estudio, inspeccionen la información que usted ha proporcionado.
2. Ser informada/o sobre algún beneficio que razonablemente pueda esperar del estudio de investigación.
3. Ser informada/o sobre cualquier malestar o riesgo que razonablemente sea previsible.
4. Ser informada/o sobre procedimientos alternativos o tratamientos apropiados que la puedan beneficiar.
5. Ser informada/o sobre los procedimientos que debe seguir en cuanto a su participación en el estudio, especialmente aquellos que por naturaleza sean experimentales.
6. Ser informada/o sobre las condiciones del término de su participación en estudio, es a saber que su participación en el estudio es voluntaria, y que su deseo de no continuar o dejar de participar no afectará su situación laboral o beneficios de trabajo que le corresponden.
7. Ser informado/a sobre la remuneración y tratamiento médico que recibirá si durante el estudio ocurre una lesión física relacionada con la investigación, y en caso de que sea necesario obtener más información sobre su estado de salud para anticipar algún riesgo.
8. Ser informada/a sobre a quien pueda usted contactar en caso de que surja alguna duda o pregunta pertinente al estudio, sobre sus derechos y a quien contactar en caso de que ocurra alguna lesión relacionada con la investigación.
9. Ser informada/o sobre las condiciones que el investigador, sin su consentimiento, decida terminar su participación en el estudio.
10. Ser informada/o sobre algún gasto o costo que surja a raíz de su participación en el estudio.
11. Ser informado/a sobre las consecuencias de su decisión de dejar de participar en el estudio y de los procedimientos que deberá seguir para terminar su participación.

12. Ser informado/a sobre la posibilidad de recibir los resultados del estudio como parte de su participación voluntaria en el proyecto de investigación.
13. Ser informada/o sobre el número aproximado de personas que estará participando en el estudio.
14. Ser informada/o sobre lo que el estudio intenta encontrar.
15. Ser informada/o sobre lo que le puede suceder si lleva a cabo los procedimientos, toma algún medicamento o utiliza algún dispositivo a diferencia de otros que regularmente se utilizan.
16. Ser informado/a sobre la frecuencia y/o riesgos importantes, efectos secundarios o incomodidades que puedan surgir como parte del estudio.
17. Ser informado/a si puede esperar algún beneficio por participar en la investigación, y si es así, cual sería.
18. Ser informado/a sobre las opciones que tiene y de las ventajas y desventajas de formar parte o no del estudio. De igual manera, de poder hacer cualquier pregunta relacionada con el estudio, desde cuando estuvo de acuerdo en participar al inicio del estudio y durante la investigación.
19. Ser informado/a sobre los tratamientos médicos y psicológicos disponibles si alguna complicación llegara a suceder.
20. Ser informado/a que puede rehusarse a participar del todo o cambiar de opinión respecto a su participación en la investigación, aun que el estudio haya iniciado; y que al tomar esta decisión, no afectará su derecho a recibir los cuidados y beneficios ofrecidos como parte su intervención en el estudio.
21. Recibir una copia de su consentimiento para participar en la investigación firmada y la fecha del día de su acuerdo.
22. Para sentime libre de presión, si llego a considerar mi deseo de formar parte del estudio o llegará a tener alguna duda o pregunta, debo primero comunicarme con el investigador o su asistente, o también puedo contactarme con el *Institutional Review Board for the Protection of Human Subjects* (IRBPHS) de la Universidad de San Francisco, que está encargada de proteger a las personas voluntarias en proyectos de investigación. Puedo contactar al IRBPHS llamando al teléfono (415) 422-6091 o escribir al correo electrónico a IRBPHS@usfca.edu o escribir a la dirección de USF IRBPHS, Department of Counseling Psychology, Education Building, 2130 Fulton Street, San Francisco, CA 94117-1080.



APPENDIX N
Second Wave Participants Invitation Letter
(English and Spanish)



Second Wave Presidents' E-mail Instructions to Access Survey On-line

Date _____

Dear participant,

I Hope that you are doing well. Thank you for accepting to participate in my study. I highly appreciate your time and attention. May God reward and bless you for this!

A week ago, I sent you an e-mail titled "Fr. Ruben's Survey" with instructions and the URL-link to the survey. I am not sure if you received it, so I thought of sending you this e-mail again.

Below, you will find a URL link to the presidents' survey. Please double click with your mouse on the URL link and the survey will appear on your computer screen. The survey cover letter will give you information about the survey and instructions on how to complete it. Every page contains instructions, and a leading question for the statements display. Please take your time to read carefully each question and statement.

Thank you so much for time and assistance. I look forward for your participation. If you have any questions, please don't hesitate to contact me. God bless you!

PRESIDENTS SURVEY LINK

https://www.surveymonkey.com/s.aspx?sm=MDfaC2GaCAM0Snir_2b1nMSQ_3d_3d

Faternally,

Fr. Rubén Arceo, S.J.
 Doctorate Canditate of the *Catholic Educational Leadership Program*
 University of San Francisco, California, U.S.A.
 818- 668-1856 (Cellular) / 415-422-6031 (home)
 E-mail: rarceo@usfca.edu / rarceosi@yahoo.com





Segundo Correo Electrónico con Instrucciones y Acceso a la Encuesta Electrónica para Rectores de Universidades Jesuitas

Estimado (a) _____

Fecha _____

Espero que este bien. Muchas gracias por su participación en este estudio. Me siento muy agradecido por tu tiempo y atención. Que Dios se lo pague y la bendiga!

Hace una semana que le envíe un correo titulado "Encuesta del Padre Rubén Arceo, S.J." con instrucciones y la dirección electrónica de mi encuesta. Duda si había recibido el correo, por cual, opté por enviarse de nuevo.

Abajo de este mensaje encontrará la dirección electrónica de la encuesta para rectores. Puede colocar el puntero del ratón en la dirección y activarla apretando botón derecho del ratón dos veces. Enseguida aparecerá la encuesta en su pantalla.

La portada de la encuesta le proporcionará información sobre el estudio de investigación e instrucciones sobre como completar la encuesta. Cada sección de la encuesta contiene instrucciones y una pregunta principal, a la cual le siguen una serie de afirmaciones. Por favor tome tiempo para leerlas cuidadosamente.

Le agradezco de nuevo su tiempo y apoyo. Si tiene alguna duda o pregunta, le ruego de favor que se contacte conmigo. Me dará mucho gusto ayudarlo. Que Dios le bendiga.

DIRECCIÓN ELECTRÓNICA PARA LA ENCUESTA DE RECTORES

https://www.surveymonkey.com/s.aspx?sm=MDfaC2GaCAM0Snir_2b1nMSQ_3d_3d

Fraternalmente,

P. Rubén Arceo, S.J.

Candidato al Doctorado del programa de *Catholic Educational Leadership* de la University of San Francisco, California, U.S.A.

001-818- 668-1856 (Celular) / 001-415-422-6031 (casa)

Correo electrónico: rarceo@usfca.edu / rarceosj@yahoo.com



Second Wave Administrator and Faculty E-mail Instructions to Access Survey On-line

Date _____

Dear participant,

I Hope that you are doing well. Thank you for accepting to participate in my study. I highly appreciate your time and attention. May God reward and bless you for this!

A week ago, I sent you an e-mail titled "Fr. Ruben's Survey" with instructions and the URL-link to the survey. I am not sure if you received it, so I thought of sending you this e-mail again.

Below, you will find a URL link to the administrators and faculty survey. Please double click with your mouse on the URL link and the survey will appear on your computer screen. The survey cover letter will give you information about the survey and instructions on how to complete it. Every page contains instructions, and a leading question for the statements display. Please take your time to read carefully each question and statement.

Thank you so much for time and assistance. I look forward for your participation. If you have any questions, please don't hesitate to contact me. God bless you!

ADMINISTRATORS AND FACULTY SURVEY LINK

https://www.surveymonkey.com/s.aspx?sm=yIMQA8xdGKzZfgYNqI4dQ_3d_3d

Faternally,

Fr. Rubén Arceo, S.J.
 Doctorate Canditate of the *Catholic Educational Leadership Program*
 University of San Francisco, California, U.S.A.
 818- 668-1856 (Cellular) / 415-422-6031 (home)
 E-mail: rarceo@usfca.edu / rarceosj@yahoo.com





Segundo Correo Electrónico con Instrucciones y Acceso a la Encuesta Electrónica para Administrativos y Profesores Universidades Jesuitas

Estimado (a) _____

Fecha _____

Espero que este bien. Muchas gracias por su participación en este estudio. Me siento muy agradecido por tu tiempo y atención. Que Dios se lo pague y la bendiga!

Hace una semana que le envíe un correo titulado "Encuesta del Padre Rubén Arceo, S.J." con instrucciones y la dirección electrónica de mi encuesta. Dude si había recibido el correo, por cual, opté por enviarse de nuevo.

Abajo de este mensaje encontrará la dirección electrónica de la encuesta para administrativos y profesores. Puede colocar el puntero del ratón en la dirección y activarla apretando botón derecho del ratón dos veces. Enseguida aparecerá la encuesta en su pantalla.

La portada de la encuesta le proporcionará información sobre el estudio de investigación e instrucciones sobre como completar la encuesta. Cada sección de la encuesta contiene instrucciones y una pregunta principal, a la cual le siguen una serie de afirmaciones. Por favor tome tiempo para leerlas cuidadosamente.

Le agradezco de nuevo su tiempo y apoyo. Si tiene alguna duda o pregunta, le ruego de favor que se contacte conmigo. Me dará mucho gusto ayudarlo. Que Dios le bendiga.

DIRECCIÓN ELECTRÓNICA PARA LA ENCUESTA ADMINISTRATIVOS Y PROFESORES

https://www.surveymonkey.com/s.aspx?sm=yIMQA8xdGKzZfgYNq14dQ_3d_3d

Fraternalmente,

P. Rubén Arceo, S.J.

Candidato al Doctorado del programa de *Catholic Educational Leadership* de la University of San Francisco, California, U.S.A.

001-818- 668-1856 (Celular) / 001-415-422-6031 (casa)

Correo electrónico: rarceo@usfca.edu / rarceosj@yahoo.com



APPENDIX O
Third Wave Participants Invitation Letter
(English and Spanish)



Third Wave Presidents' E-mail Instructions to Access Survey On-line

Date _____

Dear _____,

I Hope that you are doing well. Thank you for taking the time to read this e-mail. I understand that you might be very busy at this time of the semester. A couple of weeks, I sent you two e-mails. I am not sure if you had received them. In this final e-mail, I want ask you if you would still be interested in completing my survey. Your participation in this study is very valuable for me. Please, if you can, assist me in taking my survey. It will take you less then 15 minutes to complete it. I would highly appreciate this, if you can do it. May God reward and bless you for this!

If you are interested, you will find below this message a URL link to the presidents' survey. Please double click with your mouse on the URL link, and the survey will appear on your computer screen. The survey cover letter will give you information about the survey and instructions on how to complete it. Every page contains instructions, and a leading question for the statements displayed. Please take your time to read carefully each question and statement.

Thank you so much for time and assistance. I look forward for your participation. If you have any questions, please don't hesitate to contact me. God bless you!

PRESIDENTS SURVEY LINK

https://www.surveymonkey.com/s.aspx?sm=MDfaC2GaCAM0Snir_2b1nMSQ_3d_3d

Faternally,

Fr. Rubén Arceo, S.J.
 Doctorate Candidate of the *Catholic Educational Leadership Program*
 University of San Francisco, California, U.S.A.
 818- 668-1856 (Cellular) / 415-422-6031 (home)
 E-mail: rarceo@usfca.edu / rarceosj@yahoo.com





Tercer Correo Electrónico con Instrucciones y Acceso a la Encuesta Electrónica para Rectores de Universidades Jesuitas

Fecha _____

Estimado (a) _____

Espero que este bien. Muchas gracias por dedicar me parte de su tiempo para leer este correo. Me imagino que ha de estar muy ocupado este semestre. Hace dos semanas le envié dos correos electrónicos. ¿No sé si los recibió? En este último correo, quiero preguntarle si todavía esta interesado en realizar la encuesta. Para mí, su participación en este estudio es muy importante. Espero que, por favor, me ayude a llenar tomar la encuesta! Le tomarán menos de 15 minutos para llenarla. Sí puede hacerlo, se lo agradecería muchísimo. De antemano, le agradezco mucho su tiempo, atención, y ayuda. ¡Qué Dios se lo pague y lo bendiga!

Si está interesado, encontrará abajo de este mensaje, la dirección electrónica de la encuesta para rectores. Puede colocar el puntero del ratón en la dirección y activarla apretando botón derecho del ratón dos veces. Enseguida aparecerá la encuesta en su pantalla.

La portada de la encuesta le proporcionará información sobre el estudio de investigación e instrucciones sobre como completar la encuesta. Cada sección de la encuesta contiene instrucciones y una pregunta principal, a la cual le siguen una serie de afirmaciones. Por favor tome tiempo para leerlas cuidadosamente.

Le agradezco de nuevo su tiempo y apoyo. Si tiene alguna duda o pregunta, le ruego de favor que se contacte conmigo. Me dará mucho gusto ayudarlo. Que Dios le bendiga.

DIRECCIÓN ELECTRÓNICA PARA LA ENCUESTA DE RECTORES

https://www.surveymonkey.com/s.aspx?sm=MDfaC2GaCAM0Snir_2b1nMSQ_3d_3d

Fraternalmente,

P. Rubén Arceo, S.J.
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University of San Francisco, California, U.S.A.
001-818- 668-1856 (Celular) / 001-415-422-6031 (casa)
Correo electrónico: rarceo@usfca.edu / rarceosj@yahoo.com





Third Wave Administrators and Faculties' E-mail Instructions to Access Survey On-line

Date _____

Dear _____,

I Hope that you are doing well. Thank you for taking the time to read this e-mail. I understand that you might be very busy at this time of the semester. A couple of weeks, I sent you two e-mails. I am not sure if you had received them. In this final e-mail, I want ask you if you would still be interested in completing my survey. Your participation in this study is very valuable for me. Please, if you can, assist me in taking my survey. It will take you less then 15 minutes to complete it. I would highly appreciate this, if you can do it. May God reward and bless you for this!

If you are interested, you will find below this message a URL link to the administrators and faculty survey. Please double click with your mouse on the URL link, and the survey will appear on your computer screen. The survey cover letter will give you information about the survey and instructions on how to complete it. Every page contains instructions, and a leading question for the statements displayed. Please take your time to read carefully each question and statement.

Thank you so much for time and assistance. I look forward for your participation. If you have any questions, please don't hesitate to contact me. God bless you!

ADMINISTRATORS AND FACULTY SURVEY LINK

https://www.surveymonkey.com/s.aspx?sm=ylMQA8xdiGKzZfgYNql4dQ_3d_3d

Fraternally,

Fr. Rubén Arceo, S.J.
 Doctorate Canditate of the *Catholic Educational Leadership Program*
 University of San Francisco, California, U.S.A.
 818- 668-1856 (Cellular) / 415-422-6031 (home)
 E-mail: rarceo@usfca.edu / rarceosj@yahoo.com





Tercer Correo Electrónico con Instrucciones y Acceso a la Encuesta Electrónica para Administrativos y Profesores Universidades Jesuitas

Fecha _____

Estimado (a) _____

Espero que este bien. Muchas gracias por dedicar me parte de su tiempo para leer este correo. Me imagino que ha de estar muy ocupado(a) este semestre. Hace dos semanas le envié dos correos electrónicos. ¿No sé si los recibió? En este último correo, quiero preguntarle si todavía esta interesado en realizar la encuesta. Para mí, su participación en este estudio es muy importante. Espero que, por favor, me ayude a llenar tomar la encuesta! Le tomarán menos de 15 minutos para llenarla. Si puede hacerlo, se lo agradecería muchísimo. De antemano, le agradezco mucho su tiempo, atención, y ayuda. ¡Qué Dios se lo pague y lo bendiga!

Si está interesado (a), encontrará abajo de este mensaje, la dirección electrónica de la encuesta para rectores. Puede colocar el puntero del ratón en la dirección y activarla apretando botón derecho del ratón dos veces. Enseguida aparecerá la encuesta en su pantalla.

La portada de la encuesta le proporcionará información sobre el estudio de investigación e instrucciones sobre como completar la encuesta. Cada sección de la encuesta contiene instrucciones y una pregunta principal, a la cual le siguen una serie de afirmaciones. Por favor tome tiempo para leerlas cuidadosamente.

Le agradezco de nuevo su tiempo y apoyo. Si tiene alguna duda o pregunta, le ruego de favor que se contacte conmigo. Me dará mucho gusto ayudarlo. Que Dios le bendiga.

DIRECCIÓN ELECTRÓNICA PARA LA ENCUESTA ADMINISTRATIVOS Y PROFESORES

https://www.surveymonkey.com/s.aspx?sm=yIMQA8xdGKzZfgYNql4dQ_3d_3d

Fraternalmente,

P. Rubén Arceo, S.J.

Candidato al Doctorado del programa de *Catholic Educational Leadership* de la
University of San Francisco, California, U.S.A.

001-818- 668-1856 (Celular) / 001-415-422-6031 (casa)

Correo electrónico: rarceo@usfca.edu / rarceosj@yahoo.com



APPENDIX P

Letter to Provincial of México to Request Authorization to conduct Research Project in
Universities in México



Jesuit Community

Loyola House
2600 Turk Boulevard
San Francisco, CA 94118-4347
TEL 415 422-4200
FAX 415 422-5651

Fr. Juan Luís Orozco Hernández, S.J.
Provincial of the Society of Jesús in México
Matamoros # 75
Col. Del Carmen, Coyoacán
04100 México, D.F.

October 5, 2007


Dear Fr. Juan Luis,

As doctoral student in the Catholic Education Leadership Program at the University of San Francisco, I am preparing for my doctoral dissertation. I am interested in exploring Jesuit enactment leadership roles to achieve Jesuit mission. In particular, I am focusing on Jesuit president's ability to acquired collaborator's commitment to the education endeavor of the Society of Jesus in providing high quality of education and promoting, by their leadership, collective team performance, inspiration, the development of a common vision, and achievement of Jesuit mission according to the Characteristics of Jesuit Education.

Given my focus, I am requesting your authorization to conduct this research project in the Jesuit Universities in México. For this research project I will need to visit to each of the universities, conduct a survey, carry out some interviews, and do some observations in the University. In doing so, I will protect the identity of the people interviewed and that of the institution by using pseudonyms rather than real names. If would quote directly from interviews, documents, and observations, I will be attentive to protecting confidentiality.

With your approval, I will contact the Jesuit University presidents of México at a convenient time to plan and arrange with them the details for the research. I appreciate your attention and generosity in facilitating me this opportunity to learn more about Jesuit leadership in higher education.

Sincerely,



Fr. Rubén Arceo, S.J.
Doctoral Student,
Institute of Catholic Educational Leadership
University of San Francisco

APPENDIX Q
Provincial of México Consent Letter



PROVINCIA MEXICANA DE LA COMPAÑÍA DE JESÚS

Mexico City, October 5, 2007

Fr. Rubén Arceo, S.J.
Jesuit Community
2600 Turk Blvd..
San Francisco, CA. 94118

Dear Fr. Rubén,

I have read your letter in which you explained your area of interest for your doctoral dissertation and your request to conduct your field research for your dissertation in the Jesuit Universities of México.

You have my consent and authorization to conduct your field research in our Jesuit Universities of Mexico at the time that is convenient to you and the University of San Francisco.

My greetings and regards to the Jesuit community of USF, the faculty members and administrators of the School of Education, and especially for Br. Ray Vercruysse your program and dissertation chair. May God bless the work they are doing for the Society of Jesus.

You have my support and blessings for your dissertation, which your work will be very useful for our work in the area of education.

Sincerely,

Fr. Juan Luis Orozco, S.J.
Provincial of México



PROVINCIA MEXICANA DE LA COMPAÑÍA DE JESÚS

Mexico City, March 26, 2009

Fr. Rubén Arceo, S.J.
USF - Jesuit Community - Loyola House
2600 Turk Blvd.
San Francisco, CA. 94118

Dear Fr. Rubén,

I am writing this letter to confirm my consent and authorization to conduct your field research for your dissertation in our Jesuit Universities of México. This letter extends, in continuation, the consent and authorization that Fr. Juan Luis Orozco, S.J., former provincial of Mexico, gave you in October 5, 2007.

My greetings and regards to the Jesuit community of USF, the faculty members and administrators of the School of Education, and especially to Br. Ray Vercruysse, C.F.C., Ed. D., your program and dissertation advisor. May God bless their ministry in education and the work they are doing for the Society of Jesus in the University of San Francisco.

You have my support and blessings for your dissertation. May the product of this research project be useful for our work in the area of higher education in the Mexican Province. God bless you.

Fraternally,


Fr. Carlos Morfín Otero, S.J.
Provincial of México



APPENDIX R
Letter to Provincials Assistant in Education



LETTER TO PROVINCIALS ASSISTANT IN EDUCATION

From: "Ruben Arceo" <rarceosj@yahoo.com>
To: <educacion@sjmex.org>
Sent: Tuesday, January 08, 2008 7:33 PM
Subject: Re: Tesis

Estimado David,

Muchos saludos y mis mejores deseos para este año. El provincial me dijo que ya se había comunicado contigo y te escribiera en detalle lo que voy hacer.

Para este semestre de primavera 2008 iniciaré mi proceso de tesis doctoral. Trabajaré la propuesta de tesis y la presentaré a mis sinodales para su aceptación y aprobación oficial. Aceptada la propuesta, empezaré a escribir los primeros tres capítulos de la tesis. En ellos consideraré el proyecto general de estudio e investigación, el marco teórico y la metodología que usare para la investigación de campo y una descripción detallada del lugar o lugares donde realizaré el estudio, y las personas que participaran.

La finalidad de realizar la tesis sobre nuestro liderazgo jesuítico en educación superior en nuestras universidades, es para este estudio le sirva, de algún modo, al sector educativo de la Provincia en el proceso que se ha llevado de sistematización, y al mismo tiempo, me ayude a mi a aprender más sobre nuestro trabajo en esta área.

Para esto, necesito obtener, por escrito y formalmente, la autorización de los rectores de las universidades (UIA Tijuana, Torreón, León, D.F., Puebla, e ITESO) en cartas embretadas, firmadas en que me autorizan realizar el proyecto de investigación en sus universidades. Tentativamente, la investigación de campo en las universidades Jesuitas de México sería aproximadamente para el semestre de Otoño de 2009, a mediados de Agosto a principios de diciembre 2009.

Como estoy haciendo el doctorado en educación Católica y liderazgo educativo, la tesis tendrá este enfoque. En el estudio intento explorar y estudiar el liderazgo Jesuítico que estamos realizando en educación superior para realizar la misión educativa de la Compañía de Jesús. Este proyecto de investigación teórico-practico, considera una metodología mixta: cuantitativa y cualitativa. Usare una encuesta para recabar las percepciones de los

rectores sobre su gestión directiva y otra para sus colaboradores. Después, entrevistare a un grupo de rectores y colaboradores. De mi parte, garantizaré confidencialidad para cada una de las personas que participen y de universidad, y protegeré su identidad. Para la presentación de los resultados usare seudónimos y códigos numéricos para referirme a las personas y universidades, si es necesario hacer alguna referencia.

Asumiendo que los rectores tendrán sus agendas muy ocupadas, mi plan sería contactarlos lo más pronto posible para solicitar su autorización para realizar el estudio. Cuando sea aprobado mi estudio por mis sinodales, enviaré la encuesta a los rectores de las universidades y posteriormente los visitaré para las entrevistas.

De antemano, te agradezco mucho tu apoyo y atención. Te pediría de favor si les escribes un correo para informarlos del estudio y que tengo la autorización del provincial para hacerlo. Si tienes alguna pregunta o duda por favor escíbeme o dime como puedo contactarme contigo para llamarte por teléfono.

Fraternalmente,

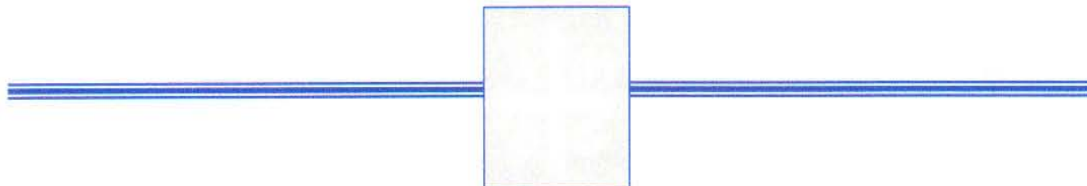
Rubén Arceo, SJ.

Doctoral Student of the *Catholic Educational Leadership Program*

University of San Francisco, California, U.S.A.

818- 668-1856 (*Cellular*) / 415-422-6031 (*home*)

E-mail: rarceo@usfca.edu / rarceosj@yahoo.com



APPENDIX S
University President's Research Project Information Letter



Jesuit Community

Loyola House
2600 Turk Boulevard
San Francisco, CA 94118-4347
TEL 415 422-4200
FAX 415 422-5651

December 10, 2007

Mtro. Sergio Lépez Vela
Universidad Loyola Del Pacifico
Ave. Heróico Colegio Militar S/N
39820 Acapulco, Gro.
Mexico

I am writing to invite you to participate in my doctoral research project. The project is a requirement in the Doctoral program at the University of San Francisco's School of Education. Through this project, I am interested in exploring Jesuit enactment leadership roles to achieve Jesuit mission-- in particular, Jesuit president's ability to acquired collaborator's commitment to the education endeavor of the Society of Jesus in providing high quality of education and promoting, by their leadership, collective team performance, inspiration, the development of a common vision, and achievement of Jesuit mission.

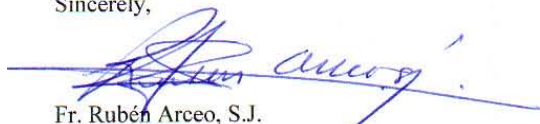
Given my focus, I am requesting your help in the following ways 1) Your permission to visit the University, talk to you and some of your leadership team members, and participate in one or more of your leadership team meetings to observe and learn from your leadership; 2) Your authorization to take copies of some materials that you and your leadership members use in your work and will help me understand and learn more about the University, its collaborators, and their leadership performance; 3) Your consent to interview you and some of your leadership team members, as well as some other members of the University if necessary, about their leadership perspectives and perceptions of Jesuit Education; and 4) the participation of your leadership team members, some of your university collaborators and you in a survey.

The interviews will last about an hour and a half. They will occur at a mutually convenient time and place. I would like to record the interviews for data collection. The observations will also take place at mutually agreeable times. If possible, I would like to be in any activity related to your and leadership team members enactment leadership which will help me learn more about your work and the university as a Jesuit institution. The survey will be take place at convenient times and place.

From my part, I will protect your identity and that of your institution by using pseudonyms rather than real names. While I will quote from interviews, documents, and observations, I will be attentive in protecting your confidentiality.

I highly appreciate your generosity and attention in facilitating me this opportunity to learn more about Jesuit leadership in higher education. If you have questions about the project, please feel free to ask them. My phone number is (415) 422-6031 and e-mails are rarceo@usfca.edu or rarceosj@yahoo.com

Sincerely,



Fr. Rubén Arceo, S.J.
Doctoral Student,
Institute of Catholic Educational Leadership
University of San Francisco



Jesuit Community

Loyola House
2600 Turk Boulevard
San Francisco, CA 94118-4347
TEL 415 422-4200
FAX 415 422-5651

December 10, 2007

Fr. Gerardo Valenzuela Rodríguez, S.J.
Universidad Iberoamericana León
Blv. Jorge Vértiz Campero No. 1640
37000 León, Gto.

I am writing to invite you to participate in my doctoral research project. The project is a requirement in the Doctoral program at the University of San Francisco's School of Education. Through this project, I am interested in exploring Jesuit enactment leadership roles to achieve Jesuit mission-- in particular, Jesuit president's ability to acquired collaborator's commitment to the education endeavor of the Society of Jesus in providing high quality of education and promoting, by their leadership, collective team performance, inspiration, the development of a common vision, and achievement of Jesuit mission.

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Sincerely,

Fr. Ruben Arceo, S.J.
Doctoral Student,
Institute of Catholic Educational Leadership
University of San Francisco



Jesuit Community

Loyola House
2600 Turk Boulevard
San Francisco, CA 94118-4347
TEL 415 422-4200
FAX 415 422-5651

December 10, 2007

Fr. Héctor M. Acuña Nogueira, S.J.
I.T.E.S.O.
Periférico Sur Manuel Gómez Morín No. 8585
45090 Tlaquepaque, Jalisco, México

I am writing to invite you to participate in my doctoral research project. The project is a requirement in the Doctoral program at the University of San Francisco's School of Education. Through this project, I am interested in exploring Jesuit enactment leadership roles to achieve Jesuit mission-- in particular, Jesuit president's ability to acquired collaborator's commitment to the education endeavor of the Society of Jesus in providing high quality of education and promoting, by their leadership, collective team performance, inspiration, the development of a common vision, and achievement of Jesuit mission.

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Sincerely,

Fr. Rubén Arceo, S.J.
Doctoral Student,
Institute of Catholic Educational Leadership
University of San Francisco



Jesuit Community

Loyola House
2600 Turk Boulevard
San Francisco, CA 94118-4347
TEL 415 422-4200
FAX 415 422-5651

December 10, 2007

Fr. Quintín Valderrama López, S.J.
Universidad Iberoamericana Laguna
Calzada Iberoamericana No. 2255
27020 Torreón, Coahuila, México.

I am writing to invite you to participate in my doctoral research project. The project is a requirement in the Doctoral program at the University of San Francisco's School of Education. Through this project, I am interested in exploring Jesuit enactment leadership roles to achieve Jesuit mission-- in particular, Jesuit president's ability to acquired collaborator's commitment to the education endeavor of the Society of Jesus in providing high quality of education and promoting, by their leadership, collective team performance, inspiration, the development of a common vision, and achievement of Jesuit mission.

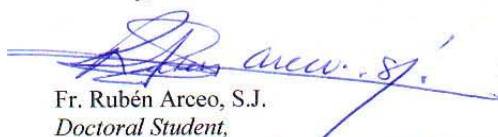
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Sincerely,



Fr. Rubén Arceo, S.J.
Doctoral Student,
Institute of Catholic Educational Leadership
University of San Francisco



Jesuit Community

Loyola House
2600 Turk Boulevard
San Francisco, CA 94118-4347
TEL 415 422-4200
FAX 415 422-5651

December 10, 2007

Fr. Jose Morales Orozco
Universidad Iberoamericana Plantel Sta. Fe
Prolongación Paseo de la Reforma No. 880
Lomas Sta. Fe
01210 México, D.F.

I am writing to invite you to participate in my doctoral research project. The project is a requirement in the Doctoral program at the University of San Francisco's School of Education. Through this project, I am interested in exploring Jesuit enactment leadership roles to achieve Jesuit mission-- in particular, Jesuit president's ability to acquired collaborator's commitment to the education endeavor of the Society of Jesus in providing high quality of education and promoting, by their leadership, collective team performance, inspiration, the development of a common vision, and achievement of Jesuit mission.

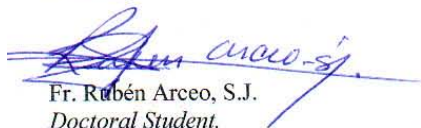
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Sincerely,


Fr. Rubén Arceo, S.J.
Doctoral Student,
Institute of Catholic Educational Leadership
University of San Francisco



Jesuit Community

Loyola House
2600 Turk Boulevard
San Francisco, CA 94118-4347
TEL 415 422-4200
FAX 415 422-5651

December 10, 2007

Fr. Fernando Fernández Font, S.J.
Universidad Iberoamericana Puebla
Blvd.. Del Niño Poblano
Unidad Territorial Atlxcáyotl
72430 Puebla, Pue. México

I am writing to invite you to participate in my doctoral research project. The project is a requirement in the Doctoral program at the University of San Francisco's School of Education. Through this project, I am interested in exploring Jesuit enactment leadership roles to achieve Jesuit mission-- in particular, Jesuit president's ability to acquired collaborator's commitment to the education endeavor of the Society of Jesus in providing high quality of education and promoting, by their leadership, collective team performance, inspiration, the development of a common vision, and achievement of Jesuit mission.

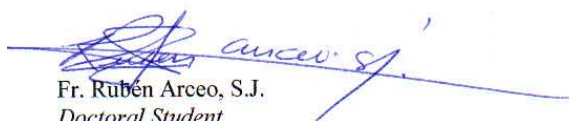
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Sincerely,



Fr. Ruben Arceo, S.J.
Doctoral Student,
Institute of Catholic Educational Leadership
University of San Francisco



Jesuit Community

Loyola House
2600 Turk Boulevard
San Francisco, CA 94118-4347
TEL 415 422-4200
FAX 415 422-5651

December 10, 2007

Mtro. Sebastián Serra Martínez
Universidad Iberoamericana Tijuana
P.O. Box 438210
San Isidro, CA. 92143-8210

I am writing to invite you to participate in my doctoral research project. The project is a requirement in the Doctoral program at the University of San Francisco's School of Education. Through this project, I am interested in exploring Jesuit enactment leadership roles to achieve Jesuit mission-- in particular, Jesuit president's ability to acquired collaborator's commitment to the education endeavor of the Society of Jesus in providing high quality of education and promoting, by their leadership, collective team performance, inspiration, the development of a common vision, and achievement of Jesuit mission.

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Sincerely,

Fr. Rubén Arceo, S.J.
Doctoral Student,
Institute of Catholic Educational Leadership
University of San Francisco

APPENDIX T
Consent Letters from Jesuit University Presidents to Contact Research Project



**UNIVERSIDAD
IBEROAMERICANA**
LEÓN



UIA León
Blvd. Jorge Vértiz Campero 1640
Col. Cañada de Alfaro
Apartado Postal 1-26
C.P. 37238 León, Gto.
Tel. (477) 710 06 00
Fax General (477) 711 54 77
www.leon.uia.mx

UIA Ciudad de México
Prol. Paseo de la Reforma 880
Lomas de Santa Fe
C.P. 01210 Ciudad de México
Tel. (55) 59 50 40 00 y 91 77 44 00
Fax General (55) 57 23 11 04
www.uia.mx

UIA Puebla
Blvd. Niño Poblano 2901
U. Territorial Atlxocayotl
C.P. 72430, Puebla, Pue.
Tel. (222) 372 30 00
www.pue.uia.mx

UIA Tijuana
Ave. Centro Universitario 2501
Playas de Tijuana
Apartado Postal 185
C.P. 22200 Tijuana, B.C.
Tels. (664) 630 15 77 al 81
Fax General (664) 630 15 91
www.tj.uia.mx

UIA Torreón
Calzada Iberoamericana 2255
C.P. 27020 Torreón, Coah.
01 800 112 IBERO (42376)
Tel. (871) 705 10 10
Fax. (871) 705 10 80
www.lag.uia.mx

ITESO Guadalajara
Periférico Sur Manuel Gómez Morán 8585
C.P. 45090 Tlaquepaque, Jal.
Tel. (33) 36 69 34 34
www.iteso.mx

Universidad Loyola del Pacífico
Av. Heroico Colegio Militar s/n
Fracc. Cumbres del Llano Largo
C.P. 39820, Acapulco, Gro.
Tels. (744) 446 52 25 y 446 52 26
www.loyola.edu.mx

January 14, 2008

School of Education
University of San Francisco
2130 Fulton Street
San Francisco, CA. 94117-1071

To whom it may concern,

I, Mtro. Gerardo Valenzuela, S.J., President of Universidad Iberoamericana León, have reviewed Fr. Arceo's doctoral research project and I have agreed to participate. I authorize him to conduct his research project according to the specifications of his doctoral dissertation proposal.

I understand that Fr. Arceo will conduct a survey, interviews, observations, participate in some of our activities related to the research topic, and may gather documents related to our work to facilitate his understanding and knowledge of the University as Jesuit institution, on our leadership performance and Jesuit education.

I also agree to participate in interviews and authorize Fr. Rubén to interview my leadership team members and any other member of the University for the purpose of this research project. I understand that he will record the interviews for data gathering, and that all efforts will be made to protect my identity and confidentiality, as well as that of my collaborators and of the institution. If any questions please do not hesitate to call.

Sincerely,
"The Truth Will Set Us Free"

Gerardo Valenzuela Rodríguez
Fr. Gerardo Valenzuela Rodríguez, S.J.
President of Universidad Iberoamericana León



January 14, 2008

School of Education
University of San Francisco
2130 Fulton Street
San Francisco, CA. 94117-1071

To whom it may concern,

I, Fr. Fernando Fernández Font, S.J., President of Universidad Iberoamericana Plantel Puebla in Puebla City, have reviewed Fr. Arceo's doctoral research project and I have agreed to participate. I authorize him to conduct his research project according to the specifications of his doctoral dissertation proposal.

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Sincerely,


Fr. Fernando Fernández Font, S.J.
President of Universidad Iberoamericana, Puebla
Puebla City

Acapulco · Ciudad de México · Guadalajara · León · Puebla · Tijuana · Torreón

Blvd. del Niño Poblano 2901 Unidad Territorial Atlixcáyotl C.P. 72430 Puebla, Pue. 01.222.229.07.00 Fax 01.222.229.07.79 · www.iberopuebla.edu.mx



VICE PRESIDENT

JANUARY 16TH, 2008.

SCHOOL OF EDUCATION
UNIVERSITY OF SAN FRANCISCO
2130 FULTON STREET
SAN FRANCISCO, CA. 94117-1071

TO WHOM IT MAY CONCERN,

ON BEHALF OF DR. JOSÉ MORALES OROZCO, PRESIDENT OF UNIVERSIDAD IBEROAMERICANA CIUDAD DE MÉXICO, I AM GLAD TO INFORM YOU THAT DR. MORALES HAS AUTHORIZED THE REQUEST OF FR. RUBEN ARCEO TO COLLABORATE IN THE DEVELOPMENT OF HIS DOCTORAL RESEARCH PROJECT.

AS FAR AS WE UNDERSTAND, THIS PARTICIPATION INVOLVES FR. ARCEO'S VISIT TO OUR CAMPUS AND RESEARCH ACTIVITIES RELATED TO HIS PROJECT THAT WILL ALSO ENABLE HIM TO ACQUIRE A BETTER UNDERSTANDING OF OUR MISSION AND ROLE AS A JESUIT INSTITUTION.

IF YOU NEED FURTHER INFORMATION, DO NOT HESITATE TO CONTACT ME.

SINCERELY,
"TRUTH SHALL SET US FREE"


DR. JAVIER PRADO GALÁN, S. J.
VICE PRESIDENT
UNIVERSIDAD IBEROAMERICANA CIUDAD DE MÉXICO

UNIVERSIDAD IBEROAMERICANA A.C.
Prol. Paseo de la Reforma 880 Lomas de Santa Fe. México D.F.
C.P. 01219. Del. Álvaro Obregón 9177-4400 y 5950-4000

www.uia.mx



January 30, 2008

SCHOOL OF EDUCATION
University of San Francisco
2130 Fulton Street
San Francisco, CA. 94117-1071

To whom it may concern,

Ing. Héctor M. Acuña Nogueira, President of Instituto Tecnológico y de Estudios Superiores de Occidente, A. C. (iteso) in Guadalajara México, have reviewed Fr. Arceo's doctoral research project and I have agreed to participate. I authorize him to conduct his research project according to the specifications of his doctoral dissertation proposal.

I understand that Fr. Arceo will conduct a survey, interviews, observations, participate in some of our activities related to the research topic, and may gather documents related to our work to facilitate his understanding and knowledge of the University as Jesuit institution, on our leadership performance and Jesuit education.

I also agree to participate in interviews and authorize Fr. Rubén to interview my leadership team members and any other member of the University for the purpose of this research project. I understand that he will record the interviews for data gathering, and that all efforts will be made to protect my identity and confidentiality, as well as that of my collaborators and of the institution. If there are any questions please do not hesitate to call.

Sincerely,

Ing. Héctor M. Acuña Nogueira, S.J.
President

ITESO, Universidad Jesuita de Guadalajara
Periférico Sur Manuel Gómez Morín 8585
Tlaquepaque, Jalisco, México, CP 45090
TEL: +52 (33) 3669 3434
FAX: +52 (33) 3669 3435
DOMICILIO POSTAL, AP 31-175
Guadalajara, Jalisco, México, CP 45051
www.iteso.mx

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Prolongación Paseo de la Reforma 880
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TEL: +52 (55) 5950 4000 y 9177 4400
FAX: +52 (55) 5267 4005
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Universidad Loyola del Pacífico
Avenida Heródico Colegio Militar s/n
Fracc. Cumbres de Llano Largo
Acapulco, Guerrero, México, CP 39820
TEL: (744) 446 5225 y 446 5226
www.loyola.edu.mx

CE UI Centro de Estudios Ayuuk-Indígena Intercultural Ayuuk
Dolores Hidalgo Jalisco de Candayoc
Municipio de Cotzacoán Mixe, Oaxaca
TEL: (Caseta de la Comunidad)
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EMAIL: cea_uia@yahoo.com.mx

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Col. Cañada Alfaro
León, Guanajuato, México, CP 37238
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FAX: +52 (477) 711 5477
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UIA Puebla
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U. Territorial Actopan
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FAX GENERAL: +52 (222) 230 1730
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UIA Tijuana
Avenida Centro Universitario 2501
Playas de Tijuana, AP 185
Tijuana, BC, México, CP 22200
TEL: +52 (664) 630 1577 al 81
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FAX GENERAL: +52 (871) 729 1080
<http://sitio.teg.uia.mx>





**UNIVERSIDAD
IBEROAMERICANA**

TIJUANA

Universidad Jesuita en el Noroeste

January 30, 2008

School of Education
University of San Francisco
2130 Fulton Street
San Francisco, CA. 94117-1071

To whom it may concern,

I, Mtro. Sebastián Serra Martínez, President of Universidad Iberoamericana Tijuana in Tijuana Baja California, México, have reviewed Fr. Arce's doctoral research project and I have agreed to participate. I authorize him to conduct his research project according to the specifications of his doctoral dissertation proposal.

I understand that Fr. Arceo will conduct a survey, interviews, observations, participate in some of our activities related to the research topic, and may gather documents related to our work to facilitate his understanding and knowledge of the University as Jesuit institution, on our leadership performance and Jesuit education.

I also agree to participate in interviews and authorize Fr. Rubén to interview my leadership team members and any other member of the University for the purpose of this research project. I understand that he will record the interviews for data gathering, and that all efforts will be made to protect my identity and confidentiality, as well as that of my collaborators and of the institution. If any questions please do not hesitate to call.

Sincerely,

*Mtro. Sebastián Serra Martínez
President of Universidad Iberoamericana Tijuana*

Universidad Loyola
del Pacífico
Tels. (744) 4465225
Fax. (744) 4465225
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Militar s/n
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Llano Largo
C.P. 39820
Acapulco, Gro.
www.loyola.edu.mx

UNIVERSIDAD ASOCIADA AL SUJ



January 31, 2008

School of Education

University of San Francisco
2130 Fulton Street
San Francisco, CA. 94117-1071

To whom it may concern,

I, Sergio López Vela, President of Universidad Loyola del Pacífico in Acapulco Guerrero, México, have reviewed Fr. Arceo's doctoral research project and I have agreed to participate. I authorize him to conduct his research project according to the specifications of his doctoral dissertation proposal.

I understand that Fr. Arceo will conduct a survey, interviews, observations, participate in some of our activities related to the research topic, and may gather documents related to our work to facilitate his understanding and knowledge of the University as Jesuit institution, on our leadership performance and Jesuit education.

I also agree to participate in interviews and authorize Fr. Rubén to interview my leadership team members and any other member of the University for the purpose of this research project. I understand that he will record the interviews for data gathering, and that all efforts will be made to protect my identity and confidentiality, as well as that of my collaborators and of the institution. If any questions please do not hesitate to call.

Sincerely,

Mtro. Sergio López Vela
President of Universidad Loyola del Pacífico

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Tels. (55) 5950 4000
[55] 9177 4400
Fax. (55) 5723 1104
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UIA Puebla
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[222] 231 0846
Fax. (222) 230 1536
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UIA Tijuana
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UIA Torreón
Tels. (871) 705 1010
Fax. (871) 705 1080
www.tor.uia.mx

ITESO Guadalajara
Tels. (33) 3669 3434
www.iteso.mx



March 6, 2008

School of Education
University of San Francisco
2130 Fulton Street
San Francisco, CA. 94117-1071

To whom it may concern,

I, Mtro. Quintín Balderra López, S.J., President of Universidad Iberoamericana Laguna in Torreón, Coahuila, México have reviewed Fr. Arceo's doctoral research project and I have agreed to participate. I authorize him to conduct his research project according to the specifications of his doctoral dissertation proposal.

I understand that Fr. Arceo will conduct a survey, interviews, observations, participate in some of our activities related to the research topic, and may gather documents related to our work to facilitate his understanding and knowledge of the University as Jesuit institution, on our leadership performance and Jesuit education.

I also agree to participate in interviews and authorize Fr. Rubén to interview my leadership team members and any other member of the University for the purpose of this research project. I understand that he will record the interviews for data gathering, and that all efforts will be made to protect my identity and confidentiality, as well as that of my collaborators and of the institution. If any questions please do not hesitate to call.

Sincerely,

Mtro. Quintín Balderra López, S.J.
President of Universidad Iberoamericana Torreón



Acapulco • Ciudad de México • Guadalajara • León • Puebla • Tijuana • Torreón
Centros de Extensión • Monterrey • Saltillo

Calzada Iberoamericana 2255 Torreón, Coahuila 27020 Teléfono (871) 705 10 10 Fax general (871) 705 10 80 www.lag.uia.mx

APPENDIX U
Composition of Validity Panel for Researcher Generated Survey



VALIDITY PANEL COMPOSITION FOR ENGLISH RESEARCHER-GENERATED SURVEY

	Name	General Professional Background
1	Robert Ryan, M.Ed.	Principal of Brophy Prep, Arizona. M.Ed. at Arizona State University. 10 years of work in schools. 9 years of association with Jesuits. Doctoral Student in the Catholic Educational Leadership Program of the University of San Francisco
2	Dr. Michael Caruso, S.J., D.Ed.	Chair of the Educational Leadership Department and Associate Professor at Loyola Mary Mount University. Ed.D. from University of San Francisco in Catholic Educational Leadership. 3 years of work in Secondary Schools. 12 years of work in Jesuit Universities. 19 years as a Jesuit
3	Dr. Margaret Higgins, Ph.D.	USF Vice President of University Life (UC 405). Ph.D. from Catholic University of America. 28 years working in Universities. 7 years of association with Jesuits
4	Dr. James L. Wiser, Ph.D.	USF Provost / Vice President for Academic Affairs – LMR 420. Ph.D. from Duke University. 38 years of work in a university. 38 years of association with Jesuits.
5	Dr. Judith Karshme, Ph.D.	USF Dean of School of Nursing. Ph.D. from New Mexico University. 25 years working in a university. 2 years in association with Jesuits
6	Fr. Mario Prietto, S.J., M.A.	Rector USF Jesuit Community. Former Director of Campus Ministry in Santa Clara University. Former Principal of Saint Ignatius College Prep.
7	Dr. Kevin Quattrin, EdD.	Calculus Teacher and School Statistician at Saint Ignatius College Prep. Ed.D. from the University of San Francisco in Catholic Educational Leadership. 24 years working in Secondary Schools. 30 years of association with Jesuits.
8	Greg Kopra, M.A.	Assistant Director, Office of Education at De La Salle Institute. A Masters degree from Portland State University and a Masters Degree in University of Portland. 18 years of work in secondary catholic schools. Doctoral Student at the Catholic Educational Leadership Program at the University of San Francisco.
9	Dr. Patrick Lynch, S.J., Ph.D.	Associate Professor and Chair of Religious Studies and Theology at Canisius College. Rector of Canisius College Jesuit Community. Ph.D. from Loyola Chicago University. 3 years of work in secondary schools. 27 years of work in Jesuit Universities. 48 years as a Jesuit

VALIDITY PANEL COMPOSITION FOR SPANISH RESEARCHER-GENERATED SURVEY

	Name	General Professional Background
10	Dr. Gerardo Marin	Vice-president for International Affairs in the University of San Francisco Ph.D. from De Paul University 31 years working in universities 38 years associated with Jesuits Fluent in English and Spanish
11	Dr. Jeff La Belle, S.J., Ed.D.	Assistant professor, College of Education at Marquette University Ed.D. from the University of San Francisco 6 years of work in secondary schools 9 years of work in Jesuit Universities 29 years as Jesuit Fluent in English and Spanish

VALIDITY PANEL COMPOSITION FOR VALIDATION OF INTERVIEW GUIDES AND CERTIFICATION OF SPANISH TRANSLATION OF INVITATION AND CONSENT LETTERS

	Name	General Professional Background
12	Dr. Luis Caldero, S.J., Ph.D.	Anthropology Professor; Senior Fellow of Ignatian Center for Jesuit Education at Santa Clara University. 38 years as a Jesuit. Member of the Columbian Province of the Society of Jesus Fluent in English and Spanish
13	Dr. Sandra Jewett, Ed.D.	Superintendent Oakland Dioceses; Master of Arts in Theology and Doctoral Candidate for the Catholic Educational Leadership Program. Fluent in English and Spanish



APPENDIX V
Validity Panel Invitation Letter



VALIDITY PANEL INVITATION LETTER

Date _____

Dr.,

Greetings from Francisco! I hope you are doing well and things are going well for you.

I am Rubén Arceo, S.J., and a Jesuit from the Mexican Province. I am currently doing on my doctorate at the University of San Francisco in the Institute for Catholic Educational Leadership (ICEL). At the middle of the Spring semester of 2009, I hope to defend my dissertation proposal. Following that, I can begin conducting my field research using a researchers-designed survey as one of the components of my dissertation.

Part of the process in developing a researcher-designed survey is to have it validated. This is done by composing a panel of independent professional in the area of higher education to evaluate and critique the survey to provide suggestions for improvement.

Brother Raymond Vercruysee, CFC, Ed.D., Director of ICEL and my advisor, suggested me to contact you and to invite you to be a member of my survey validity panel. I would highly appreciate if you would do this for me.

The purpose of my study is to identify and examine the perceived leadership roles and styles of seven university presidents in Jesuit higher education in Mexico. I have designed two electronic surveys on-line by a program call "Survey Monkey": one survey for the presidents self perceptions and another survey to collect the administrators' and faculties' perceptions of their presidents' leadership roles and styles.

If you accept to help me with your observations to improve my surveys, I will send you the website's links of the two surveys and an evaluation form (also on-line) for you to share your impressions and evaluation. Please let me know if you are interested in assisting me in the evaluation of my surveys and be part of my validity panel.

Thank you in advance for taking the time to read this e-mail and considering this possibility. If you have any questions, please feel free to contact me at any time. God bless!

Fr. Rubén Arceo, S.J.

Doctoral Student at the Catholic Educational Leadership Program
University of San Francisco, California
USF Jesuit Community – Loyola House
Room: (415) 422-6031 or Cell Phone (818) 668-1856
e-mail: rarceo@usfca.edu



APPENDIX W

Validity Panel Instruction Letter with Surveys and Evaluation Forms URL-Links



VALIDITY PANEL INSTRUCTION SHEET AND SURVEY LINKS

Date _____

Dear _____,

Greetings! Hope that you are doing well. I want to thank you for accepting to be part of my survey validity panel. I am grateful for your time and attention on this matter. Hope that this activity does not add to much work to your regular work schedule. Thank you for the time and effort you are taking to assist me in validating my survey.

I have the surveys ready for their evaluation and an evaluation form for each survey. The evaluation form, also on-line, will guide you through the evaluation process of each survey. If you have any questions please don't hesitate to contact me at any time. My cell phone number is (818) 688-1856. My room phone number is (415) 422-6031. You can also e-mail me at rarceo@usfca.edu.

Bellow you will see four links. The first link is the university president's evaluation form following the president's survey link. Please open the evaluation form by double clicking on the link. Read the instruction and review the evaluation form before opening the president's survey. After you have review the evaluation form, came back to this e-mail and double click on the university president's survey link to open the survey. Please take the survey as if you were the participant and then continue with the evaluation. At the end of the evaluation, please press the "end" button to summit your evaluation.

You will follow this same procedure for the evaluation of the Administrative and Faculty Survey. Please scroll down to see the links. Thank you so much for your help and support. God bless.

EVALUATION FORM FOR UNIVERSITY PRESIDENTS' SURVEY

https://www.surveymonkey.com/s.aspx?sm=qEoQIA773_2bmfWbWRc_2bQNbw_3d_3d

University Presidents' Survey Link

https://www.surveymonkey.com/s.aspx?sm=cLJkymToWgbrLb8kJ59dcQ_3d_3d

EVALUATION FORM FOR ADMINISTRATIVE AND FACULTY'S SURVEY

https://www.surveymonkey.com/s.aspx?sm=UkgYhxHIJL9KoQ_2f38Ovj0g_3d_3d

Administrative and Faculty's Survey

https://www.surveymonkey.com/s.aspx?sm=1q_2bOIImB1PwKW3QT8ZAsLvg_3d_3d

Thank you so much for your help and assistance. If you have any questions please feel free to contact me at any time.

Fraternally,

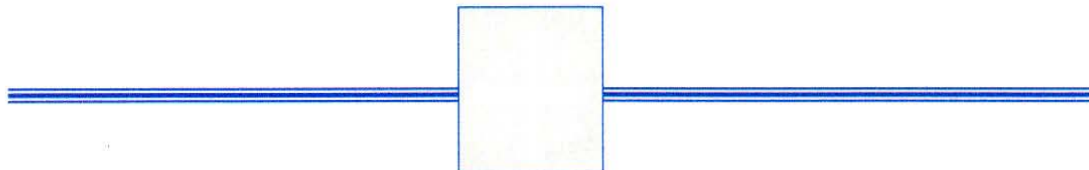
Fr. Rubén Arceo, S.J.

Doctorate student of the *Catholic Educational Leadership Program*

University of San Francisco, California, U.S.A.

818- 668-1856 (*Cellular*) / 415-422-6031 (*home*)

E-mail: rarceo@usfca.edu / rarceosj@yahoo.com



APPENDIX X
Presidents' Survey Validity Panel Evaluation Form

Presidents' Survey Validity Panel Evaluation Form

Presentation

I want to thank you for being part of this research project and volunteering your time for the validation of my survey. I highly appreciate your assistance on this matter.

The purpose of my study is to identify and examine the self perceived leadership roles and styles of seven university presidents in Jesuit higher education in Mexico, and the perceptions of their administrative collaborators and faculty.

The survey focuses on knowledge of presidents' leadership role, collaboration with others, Jesuit Mission in higher education, identification of leadership style, and participants background and profesional experience. At the end of the Survey, there are some demographic questions that will be used for statistical purposes. Finally, the participants will be invited to participate in follow up interviews. If they are interested, they will be asked to indicate their agreement, and provide their contact information to set an appointment with them. This information will be confidential.

The following questions will serve as a guide to this research study:

- 1) To what extent do Mexican Jesuit university presidents perceive their leadership role and style in the achievement of Jesuit mission in higher education?
- 2) To what extent Mexican Jesuit university administrators and faculties perceive their presidents' leadership roles and styles in the achievement of Jesuit mission in higher education?
- 3) To what extent is there congruency between the perceived leadership roles and styles of the Jesuit university presidents and their administrative collaborators and faculty?

Survey Evaluation Form Instructions

I have design two surveys: one survey for the Jesuit university presidents and another for the administrators and faculty. This evaluation will be use for the university president's survey. There will be another evaluation form for the administrative collaborators and faculty survey.

Please take the survey as if you were the participant and read carefully each item. At the end press the "end" button. Then provide your evaluation and critique of the survey. The evaluation form will guide you through the process. Please feel free to write any comments about the survey. The participants will be answering the questions from their own perspectives. Any ideas and suggestions from yours will be very helpful. If the space provided is not enough, please write me any additional comments in a e-mail. I would highly appreciate it. Furthermore, there will be some demographic questions at the end for you to fill out as verification of this evaluation.

A completion bar, at the bottom of the page, will indicate the percentage of the evaluation completed. Please press the "end" button to summit your evaluation and suggestions.

Please finish this evaluation by October 30, 2008. If you have any questions please feel free to contact me at any time. Thank you again for time and attention. My best of regards,

Fr. Rubén Arceo, S.J.
 Doctoral Candidate
 Catholic Educational Leadership Program

Presidents' Survey Validity Panel Evaluation Form

University of San Francisco, California, U.S.A.
Room: (415) 422-6031 or Cell Phone (818) 668-1856
e-mail: rarceo@usfca.edu / rarceosj@gmail.com

Presidents' Survey Validity Panel Evaluation Form

Length and presentation of the Survey

Please evaluate the PRESIDENT'S SURVEY according to the following points:

1. From your perspective, do the questions of each section assist the researcher in understanding Jesuit University presidents self-perceptions of their leadership role and style?

☐ Yes

☐ No

If any comments, please list:

2. From your perspective, do items from section one measure the Jesuit university president leadership role?

☐ Yes

☐ No

If any comments, please list:

3. From your perspective, do items from section two measure the Jesuit university president's perspective on collaboration with others?

☐ Yes

☐ No

If any comments, please list:

4. From your perspective, do items from section three measure Jesuit university president's perspective on Jesuit Mission in Higher Education?

☐ Yes

☐ No

If any comments, please list:

Presidents' Survey Validity Panel Evaluation Form

5. From your perspective, do items in section four measure the Jesuit university presidents' leadership style?

☐ Yes

☐ No

If any comments, please list:

6. From your perspective, do items in section five collect the participant's demographic information needed for survey data analysis?

☐ Yes

☐ No

If you have any suggestions for further data analysis, please indicate:

7. From your perspective, do items in each section of this survey appear to represent the content relevant of this survey?

☐ Yes

☐ No

If you have any comments, please list:

8. Approximately how long did it take to complete the survey?

Please indicate time in
minutes:

9. Do you feel the survey was

☐ Too Long

☐ Too Short

☐ Right Length

Comment (optional):

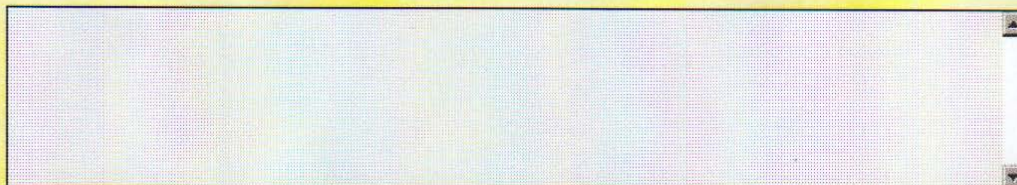
Presidents' Survey Validity Panel Evaluation Form

10. From your perspective, should any item(s) be modified?

☐ Yes

☐ No

If yes, please indicate which ones:

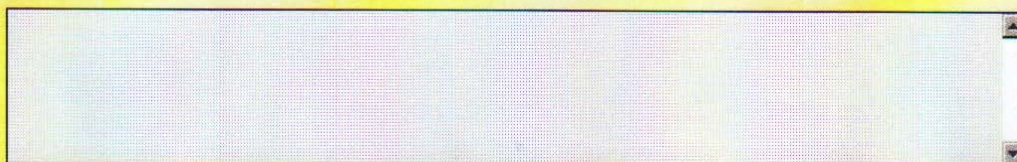
A large, empty rectangular text area with a light blue background and a thin black border. It has a vertical scrollbar on the right side.

11. Should any of the items be reworded?

☐ Yes

☐ No

If yes, please indicate which ones:

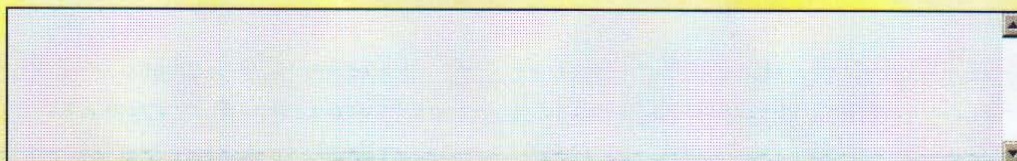
A large, empty rectangular text area with a light blue background and a thin black border. It has a vertical scrollbar on the right side.

12. Should any additional items be included?

☐ Yes

☐ No

If yes, please indicate which ones:

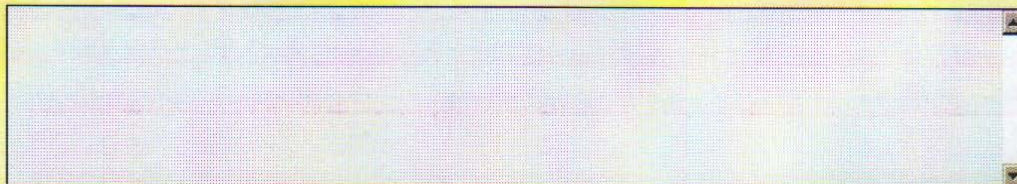
A large, empty rectangular text area with a light blue background and a thin black border. It has a vertical scrollbar on the right side.

13. Do any of the survey instructions need further clarification?

☐ Yes

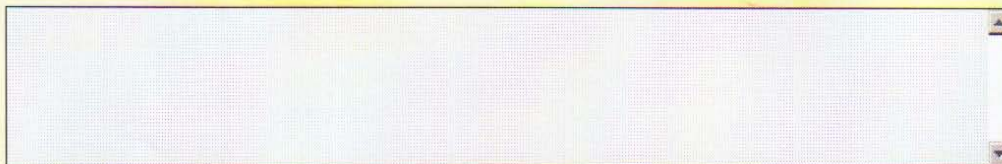
☐ No

If yes, please explain:

A large, empty rectangular text area with a light blue background and a thin black border. It has a vertical scrollbar on the right side.

Presidents' Survey Validity Panel Evaluation Form**14. Do you have any suggestions about the layout and format for more clarification?**☐ Yes☐ No

If yes, please indicate:

A large rectangular text area with a light gray background and a thin black border. It contains a vertical scrollbar on the right side, indicating it is a scrollable input field for text.**15. Are there any other comments or suggestions you may want to make?**☐ Yes☐ No

If yes, please list your suggestions:

A large rectangular text area with a light gray background and a thin black border. It contains a vertical scrollbar on the right side, indicating it is a scrollable input field for text.

Presidents' Survey Validity Panel Evaluation Form

Validity Panel Demographic Information

This section is for statistical purposes only and will serve as indicator of characteristics of the members of the validity panel. Please provide the following information.

1. Name

2. Gender

☐

Male

☐

Female

3. Place where you work:

4. Present Job position:

5. Highest degree held:

6. Highest degree from:

7. Years working in secondary schools?

Amount of
years:

8. Years working in a university?

Amount of
years:

9. If you are a lay collaborator, please indicate number of years of association with Jesuits?

Number of
Years:

10. If you are Jesuit, please indicate number of years of association in the Society of Jesus?

Number of
Years:

I want to thank you again for being part of this research project and volunteering your time for the validation of my survey. Please press done to submit your evaluation. If you have any questions, please feel free to contact me at any time. My best of regards,

Fr. Rubén Arceo, S.J.
Doctoral Candidate
Catholic Educational Leadership Program
University of San Francisco, California, U.S.A.
Room: (415) 422-6031 or Cell Phone (818) 688-1856
e-mail: rarceo@usfca.edu / rarceosj@gmail.com

APPENDIX Y

Administration and Faculty Survey Validity Panel Evaluation Form

Administration and Faculty Survey Validity Panel Evaluation Form

Presentation

I want to thank you for being part of this research project and volunteering your time for the validation of my survey. I highly appreciate your assistance on this matter.

The purpose of my study is to identify and examine the self perceived leadership roles and styles of seven university presidents in Jesuit higher education in Mexico, and the perceptions of their administrative collaborators and faculty.

The survey focuses on knowledge of presidents' leadership role, collaboration with others, Jesuit Mission in higher education, identification of leadership style, and professional experience and background. At the end of the Survey, there are some demographic questions that will be used for statistical purposes. Finally, the participants will be invited to participate in follow up interviews. If they are interested, they will be asked to indicate their agreement, and provide their contact information to set an appointment with them. This information will be confidential.

The following questions will serve as a guide to this research study:

- 1) To what extent do Mexican Jesuit university presidents perceive their leadership role and style in the achievement of Jesuit mission in higher education?
- 2) To what extent Mexican Jesuit university administrators and faculties perceive their presidents' leadership roles and styles in the achievement of Jesuit mission in higher education?
- 3) To what extent is there congruency between the perceived leadership roles and styles of the Jesuit university presidents and their administrative collaborators and faculty?

Survey Evaluation Form Instructions

This evaluation will be use for the Administrators and Faculty survey only.

Please take the survey as if you were the participant and read carefully each item. At the end press the "end" button. Then provide your evaluation and critique of the survey. The evaluation form will guide you through the process. Please feel free to write any comments about the survey. The participants will be answering the questions from their own perspectives. Any ideas and suggestions from yours will be very helpful. If the space provided is not enough, please write me any additional comments in a e-mail. I would highly appreciate it.

A completion bar, at the bottom of the page, will indicate the percentage of the evaluation completed. Please press the "end" button to submit your evaluation and suggestions.

Please finish this evaluation by October 30, 2008. If you have any questions please feel free to contact me at any time. Thank you again for time and attention. My best of regards,

Fr. Rubén Arceo, S.J.
 Doctoral Candidate
 Catholic Educational Leadership Program
 University of San Francisco, California, U.S.A.
 Room: (415) 422-6031 or Cell Phone (818) 668-1856
 e-mail: rarceo@usfca.edu / rarceosj@gmail.com

Administration and Faculty Survey Validity Panel Evaluation Form

Length and presentation of the Survey

Please provide your name and give your evaluation to the Administrators and Faculty survey according to the following points:

1. Name

2. From your perspective, do the questions of each section assist the researcher in understanding Jesuit University presidents self-perceptions of their leadership role and style?

☐ Yes

☐ No

If any comments, please list:

3. From your perspective, do items from section one measure the Jesuit university president leadership role?

☐ Yes

☐ No

If any comments, please list:

4. From your perspective, do items from from section two measure the Jesuit university president's perspective on collaboration with others?

☐ Yes

☐ No

If any comments, please list:

Administration and Faculty Survey Validity Panel Evaluation Form

5. From your perspective, do items from section three measure Jesuit university president's perspective on Jesuit Mission in Higher Education?

☐ Yes

☐ No

If any comments, please list:

6. From your perspective, do items in section four measure the Jesuit university presidents' leadership style?

☐ Yes

☐ No

If any comments, please list:

7. From your perspective, do items in section five collect the participant's demographic information needed for survey data analysis?

☐ Yes

☐ No

If you have any suggestions for further data analysis, please indicate:

8. From your perspective, do items in each section of this survey appear to represent the content relevant of this survey?

☐ Yes

☐ No

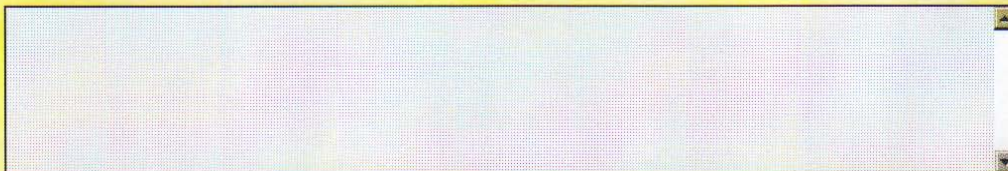
If you have any comments, please list:

9. Approximately how long did it take to complete the survey?


Please indicate time in
minutes:

Administration and Faculty Survey Validity Panel Evaluation Form**14. Do any of the survey instructions need further clarification?**☐ Yes☐ No

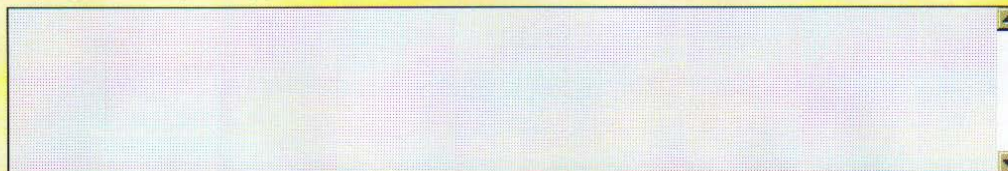
If yes, please explain:

**15. Do you have any suggestions about the layout and format for more clarification?**☐ Yes☐ No

If yes, please indicate:

**16. Are there any other comments or suggestions you may want to make?**☐ Yes☐ No

If yes, please list your suggestions:



I want to thank you again for being part of this research project and volunteering your time for the validation of my survey. Please press done to submit your evaluation. If you have any questions, please feel free to contact me at any time. My best of regards,

Fr. Rubén Arceo, S.J.

Doctoral Candidate

Catholic Educational Leadership Program

University of San Francisco, California, U.S.A.

Room: (415) 422-6031 or Cell Phone (818) 688-1856

e-mail: rarceo@usfca.edu / rarceosj@gmail.com

APPENDIX Z
Spanish Presidents' Survey Validity Panel Evaluation Form

Spanish Presidents' Survey Validity Panel Evaluation Form

Presentation

I want to thank you for being part of this research project and volunteering your time for the validation of the English and Spanish versions of my surveys. I highly appreciate your assistance on this matter.

The purpose of my study is to identify and examine the self perceived leadership roles and styles of seven university presidents in Jesuit higher education in Mexico, and the perceptions of their administrative collaborators and faculty.

The survey focuses on knowledge of presidents' leadership role, collaboration with others, Jesuit Mission in higher education, identification of leadership style, and participants background and profesional experience. A group of demographic questions will follow. This questions will be used for statistical purposes. At the end, the participants are invited to participate in follow-up interviews. They will be asked to state their agreement, and provide their contact information to set an appointment with them. This information will be confidential.

The following questions will serve as a guide to this research study:

- 1) To what extent do Mexican Jesuit university presidents perceive their leadership role and style in the achievement of Jesuit mission in higher education?
- 2) To what extent Mexican Jesuit university administrators and faculties perceive their presidents' leadership roles and styles in the achievement of Jesuit mission in higher education?
- 3) To what extent is there congruency between the perceived leadership roles and styles of the Jesuit university presidents and their administrative collaborators and faculty?

Survey Evaluation Form Instructions

I have design two surveys in English and Spanish: one survey for the Jesuit university presidents and another for the administrators and faculty.

This evaluation will be use for the university president's survey. There will be another evaluation form for the administrative collaborators and faculty survey.

Please review the English and Spanish president's surveys to examine if the Spanish translation corresponds to the English version.

Then provide your evaluation and critique of the Spanish survey. The evaluation form will guide you through the process. Please feel free to write any comments about the survey.

The participants will be answering the questions from their own perspectives. Any ideas and suggestions from yours will be very helpful. If the space provided in the evaluation form is insuficient, please write me any additional comments in a e-mail. I would highly appreciate it.

Furthermore, there will be some demographic questions at the end for you to fill out as verification of this evaluation.

A completion bar, at the bottom of the page, will indicate the percentage of the evaluation

Spanish Presidents' Survey Validity Panel Evaluation Form

completed. Please press the "END" button to submit your evaluation and suggestions.

If you have any questions please feel free to contact me at any time. Thank you again for time and attention. My best of regards,

Fr. Rubén Arceo, S.J.
Doctoral Candidate
Catholic Educational Leadership Program
University of San Francisco, California, U.S.A.
Room: (415) 422-6031 or Cell Phone (818) 668-1856
e-mail: rarceo@usfca.edu / rarceosj@gmail.com

Spanish Presidents' Survey Validity Panel Evaluation Form

Translation, Content, Length and Presentation of the Survey

Please evaluate the PRESIDENT'S SPANISH SURVEY according to the following points:

1. From your perspective, does the Spanish translation of the Administrators and Faculty survey correspond to the English version?

☐ Yes

☐ No

If any comments, please list:

2. From your perspective, do the questions from the Spanish version of each section assist the researcher in understanding Jesuit University presidents self-perceptions of their leadership role and style?

☐ Yes

☐ No

If any comments, please list:

3. From your perspective, do items from section one of the Spanish version of the survey measure the Jesuit university president leadership role?

☐ Yes

☐ No

If any comments, please list:

Spanish Presidents' Survey Validity Panel Evaluation Form

4. From your perspective, do items from section two of the Spanish version of the survey measure the Jesuit university president's perspective on collaboration with others?

☐ Yes

☐ No

If any comments, please list:

5. From your perspective, do items from section three of the Spanish version of the survey measure Jesuit university president's perspective on Jesuit Mission in Higher Education?

☐ Yes

☐ No

If any comments, please list:

6. From your perspective, do items in section four of the Spanish version of the survey measure the Jesuit university presidents' leadership style?

☐ Yes

☐ No

If any comments, please list:

7. From your perspective, do items in section five of the Spanish version of the survey collect the participant's demographic information needed for survey data analysis?

☐ Yes

☐ No

If you have any suggestions for further data analysis, please indicate:

Spanish Presidents' Survey Validity Panel Evaluation Form

8. From your perspective, do items in each section of this Spanish version appeared to represent the content relevant of this survey?

☐ Yes

☐ No

If you have any comments, please list:

9. Approximately how long did it take you to review the Presidents' Spanish version survey?

Please indicate time in minutes:

10. Do you feel the survey was

☐ Too Long

☐ Too Short

☐ Right Length

Comment (optional):

11. From your perspective, should any item(s) be modified?

☐ Yes

☐ No

If yes, please indicate which ones:

12. Should any of the items be reworded?

☐ Yes

☐ No

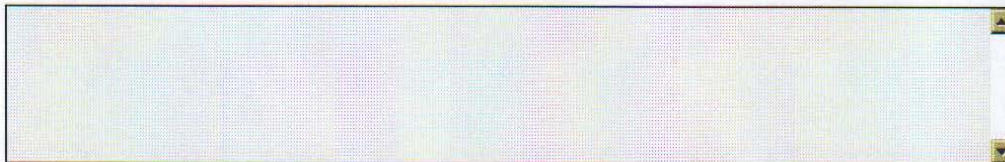
If yes, please indicate which ones:

Spanish Presidents' Survey Validity Panel Evaluation Form

13. Should any additional items be included?

- ☐ Yes
☐ No

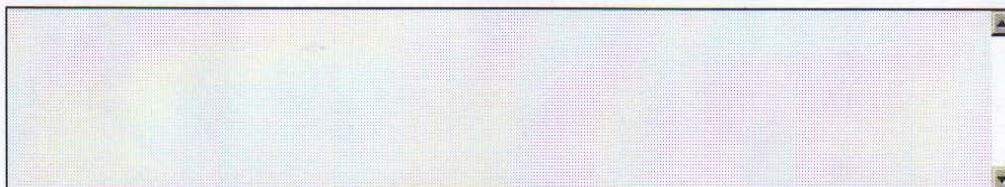
If yes, please indicate which ones:

A large rectangular text area with a light gray background and a thin black border. It contains a vertical scrollbar on the right side.

14. Do any of the survey instructions need further clarification?

- ☐ Yes
☐ No

If yes, please explain:

A large rectangular text area with a light gray background and a thin black border. It contains a vertical scrollbar on the right side.

15. Do you have any suggestions about the layout and format for more clarification?

- ☐ Yes ☐ No

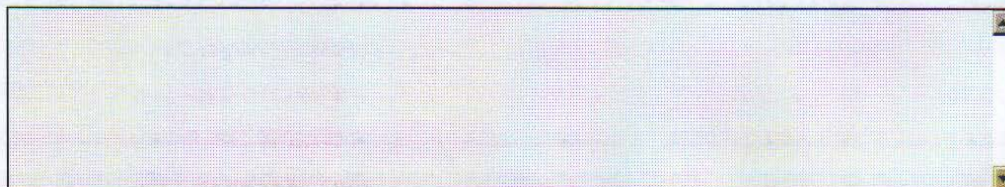
If yes, please indicate:

A large rectangular text area with a light gray background and a thin black border. It contains a vertical scrollbar on the right side.

16. Are there any other comments or suggestions you may want to make?

- ☐ Yes ☐ No

If yes, please list your suggestions:

A large rectangular text area with a light gray background and a thin black border. It contains a vertical scrollbar on the right side.

Spanish Presidents' Survey Validity Panel Evaluation Form

Validity Panel Demographic Information

This section is for statistical purposes only and will serve as indicator of characteristics of the members of the validity panel. Please provide the following information.

1. Name

2. Gender

☐ Male

☐ Female

3. Do you speak English and Spanish fluently?

☐ Yes

☐ No

4. Place where you work:

5. Present Job position:

6. Highest degree held:

7. Highest degree from:

8. Years working in secondary schools?

Amount of
years:

9. Years working in a university?

Amount of
years:

10. If you are a lay collaborator, please indicate number of years of association with Jesuits?

Number of
Years:

11. If you are Jesuit, please indicate number of years of association in the Society of Jesus?

Number of
Years:

Spanish Presidents' Survey Validity Panel Evaluation Form

I want to thank you again for being part of this research project and volunteering your time for the validation of my survey. Please press done to submit your evaluation. If you have any questions, please feel free to contact me at any time. My best of regards,

Fr. Rubén Arceo, S.J.
Doctoral Candidate
Catholic Educational Leadership Program
University of San Francisco, California, U.S.A.
Room: (415) 422-6031 or Cell Phone (818) 688-1856
e-mail: rarceo@usfca.edu / rarceosj@gmail.com

APPENDIX AA
Spanish Administration and Faculty Survey Validity Panel Evaluation Form

Spanish Administration and Faculty Survey Validity Panel Evaluation

Presentation

I want to thank you for being part of this research project and volunteering your time for the validation of the English and Spanish versions of my surveys. I highly appreciate your assistance on this matter.

The purpose of my study is to identify and examine the self perceived leadership roles and styles of seven university presidents in Jesuit higher education in Mexico, and the perceptions of their administrative collaborators and faculty.

The survey focuses on knowledge of presidents' leadership role, collaboration with others, Jesuit Mission in higher education, identification of leadership style, and participants background and profesional experience. A group of demographic questions will follow. This questions will be used for statistical purposes. At the end, the participants are invited to participate in follow-up interviews. They will be asked to state their agreement, and provide their contact information to set an appointment with them. This information will be confidential.

The following questions will serve as a guide to this research study:

- 1) To what extent do Mexican Jesuit university presidents perceive their leadership role and style in the achievement of Jesuit mission in higher education?
- 2) To what extent Mexican Jesuit university administrators and faculties perceive their presidents' leadership roles and styles in the achievement of Jesuit mission in higher education?
- 3) To what extent is there congruency between the perceived leadership roles and styles of the Jesuit university presidents and their administrative collaborators and faculty?

Survey Evaluation Form Instructions

I have design two surveys in English and Spanish: one survey for the Jesuit university presidents and another for the administrators and faculty.

This evaluation will be use for the Administrators and Faculty survey.

Please review the English and Spanish Administrators and Faculty surveys to examine if the Spanish translation corresponds to the English version.

Then provide your evaluation and critique of the Spanish survey. The evaluation form will guide you through the process. Please feel free to write any comments about the survey.

Any ideas and suggestions from your perspective will be very helpful. If the space provided in the evaluation form is insuficient, please write me any additional comments in a e-mail. I would highly appreciate it.

Furthermore, there will be some demographic questions at the end for you to fill out as verification of this evaluation.

A completion bar, at the bottom of the page, will indicate the percentage of the evaluation completed. Please press the "END" button to summit your evaluation and suggestions.

If you have any questions please feel free to contact me at any time. Thank you again for time and attention. My best of regards,

Spanish Administration and Faculty Survey Validity Panel Evaluation

Fr. Rubén Arceo, S.J.
Doctoral Candidate
Catholic Educational Leadership Program
University of San Francisco, California, U.S.A.
Room: (415) 422-6031 or Cell Phone (818) 668-1856
e-mail: rarceo@usfca.edu / rarceosj@gmail.com

Spanish Administration and Faculty Survey Validity Panel Evaluation

Translation, Content, Length and Presentation of the Survey

Please evaluate the Administrators and Faculty Spanish Survey according to the following points:

1. From your perspective, does the Spanish translation of the Administrators and Faculty Survey corresponds to the English version?

☐ Yes

☐ No

If any comments, please list:

2. From your perspective, do the questions from the Spanish version of each section of the survey, assist the researcher in understanding the administrators and faculty perceptions of the Jesuit University presidents leadership role and style?

☐ Yes

☐ No

If any comments, please list:

3. Do items from section one of the Spanish version of the survey measure the administrators and Faculty perspective of the university president's leadership role?

☐ Yes

☐ No

If any comments, please list:

Spanish Administration and Faculty Survey Validity Panel Evaluation

4. From your perspective, do items from section two of the Spanish version of the survey, measure the administrators and faculty perspective of the university president's collaboration with others?

☐ Yes

☐ No

If any comments, please list:

5. Do items from section three of the Spanish version of the survey measure the administrators and faculty perspective of the president's understanding of Jesuit Mission in Higher Education?

☐ Yes

☐ No

If any comments, please list:

6. From your perspective, do items in section four of the Spanish version of the survey measure the administrators and faculty perceptions of the university presidents' leadership style?

☐ Yes

☐ No

If any comments, please list:

7. From your perspective, do items in section five of the Spanish version of the survey collect the participant's demographic information needed for survey data analysis?

☐ Yes

☐ No

If you have any suggestions for further data analysis, please indicate:

Spanish Administration and Faculty Survey Validity Panel Evaluation

8. From your perspective, do items in each section of this Spanish version appeared to represent the content relevant of this survey?

☐ Yes

☐ No

If you have any comments, please list:

9. Approximately how long did it take you to review the Administrators and Faculty Spanish version survey?

Please indicate time in minutes:

10. Do you feel the survey was

☐ Too Long

☐ Too Short

☐ Right Length

Comment (optional):

11. From your perspective, should any item(s) be modified?

☐ Yes

☐ No

If yes, please indicate which ones:

12. Should any of the items be reworded?

☐ Yes

☐ No

If yes, please indicate which ones:

Spanish Administration and Faculty Survey Validity Panel Evaluation

13. Should any additional items be included?

☐ Yes

☐ No

If yes, please indicate which ones:

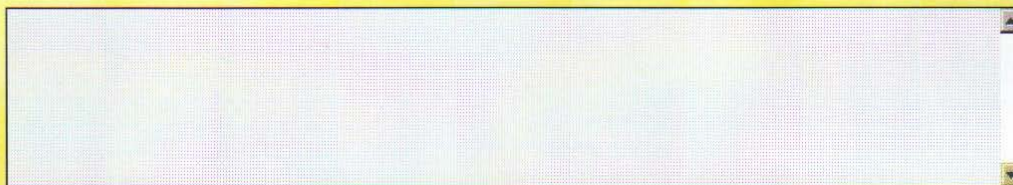
A large, empty text box with a light gray background and a thin border, intended for the respondent to list additional items to be included.

14. Do any of the survey instructions need further clarification?

☐ Yes

☐ No

If yes, please explain:

A large, empty text box with a light gray background and a thin border, intended for the respondent to explain why survey instructions need further clarification.

15. Do you have any suggestions about the layout and format for more clarification?

☐ Yes

☐ No

If yes, please indicate:

A large, empty text box with a light gray background and a thin border, intended for the respondent to provide suggestions about the layout and format.

16. Are there any other comments or suggestions you may want to make?

☐ Yes

☐ No

If yes, please list your suggestions:

A large, empty text box with a light gray background and a thin border, intended for the respondent to list other comments or suggestions.

Spanish Administration and Faculty Survey Validity Panel Evaluation

Validity Panel Demographic Information

This section is for statistical purposes only and will serve as indicator of characteristics of the members of the validity panel. Please provide the following information.

1. Name

I want to thank you again for being part of this research project and volunteering your time for the validation of my survey. Please press done to submit your evaluation. If you have any questions, please feel free to contact me at any time. My best of regards,

Fr. Rubén Arceo, S.J.
Doctoral Candidate
Catholic Educational Leadership Program
University of San Francisco, California, U.S.A.
Room: (415) 422-6031 or Cell Phone (818) 688-1856
e-mail: rarceo@usfca.edu / rarceosj@gmail.com

APPENDIX BB

Validity Panel Certification of Validation and Accuracy of the Spanish Version Surveys



Office of the Provost
Academic Affairs
2130 Fulton Street
San Francisco, CA 94117-1080
TEL. 415 422-6136
FAX 415 422-6212

15 November 2008

Rev. Ruben Arceo, S.J.
Jesuit Community
University of San Francisco
Campus

Dear Fr. Arceo,

I had the pleasure of reviewing the English and Spanish versions of the instruments you are planning to use to study the leadership roles and styles of university presidents. First, let me tell you that I found the instruments to be comprehensive and of particular utility in the field. I am fairly confident that they measure the constructs you wish to study and that they will produce very important results useful not just in Mexico but around the world.

I also reviewed the English and Spanish versions of the instruments and I am certain that they are linguistically equivalent and properly translated to accommodate language variations and preferred linguistic styles in Mexico and in the United States.

I would like to wish you success in your study. Please feel free to contact me if I can be of additional help in your project.

Cordially,

A handwritten signature in black ink, appearing to read 'Gerardo Marín', with a stylized flourish at the end.

Gerardo Marín, Ph.D.
Vice Provost and Professor of Psychology

DEPARTMENT OF EDUCATIONAL POLICY AND LEADERSHIP STUDIES
COLLEGE OF EDUCATION



November 15, 2008

To Whom It May Concern,

I am writing this letter on behalf of Fr. Rubén Arceo, S.J., a doctoral student at the University of San Francisco. I have reviewed his web-based surveys entitled "University Presidents' Jesuit Education and Leadership Survey" and "Administration and Faculty Jesuit Education and Leadership Survey" for accuracy of translation into Spanish. I hereby attest to the accuracy of his Spanish translations and affirm that the Spanish versions of the surveys correspond faithfully to the English translations.

In addition, I find that these survey instruments validly measure the university presidents' perceived leadership roles and styles in Jesuit higher education in Mexico. I base my findings upon a number of factors: 1) the accuracy and clarity of the translation into Spanish, 2) the breadth and content of the statements in the survey, 3) the multiple perspectives solicited from presidents, administrators, and faculty, and 4) the variation of negative and positive perceptions provided in the surveys.

If you have any questions regarding my observations or comments, do not hesitate to contact me. I would be very happy to respond to any concerns.

Sincerely,

Jeffrey T. LaBelle, S.J., Ed.D.
Assistant Professor

APPENDIX CC

Validity Panel Certification of Validation and Accuracy of the Spanish Version of
Interview Guides, Bill of Rights, Invitation and Consent Letters



DIOCESE OF OAKLAND

2121 HARRISON STREET • OAKLAND, CALIFORNIA 94612
510-628-2154 • FAX: 510-451-5331 • www.csdo.org

DEPARTMENT OF CATHOLIC SCHOOLS

November 26, 2008

To Whom It May Concern,

I had the opportunity to review the English and Spanish translations of the instruments Fr. Ruben Arceo, SJ is planning to use in his upcoming doctoral study on the leadership roles and styles of university presidents at Jesuit schools.

I found the instruments to be both comprehensive and linguistically appropriate for any Spanish-speaking country. Moreover, Fr. Arceo's letters and surveys conveyed professionalism and care for both the participants and the university.

I have no doubt that his study will make a valuable contribution to the field of higher education and that he will represent USF very well. Should you have any questions, please do not hesitate to contact me directly.

Sincerely,


Sandra Jewett-Ramirez
Executive Director



Santa Clara University

Department of Anthropology/Sociology
500 El Camino Real
Santa Clara, California 95053-3261
408-554-2794

March 5/09

To Whom It May Concern:

I hereby certify that I have read the interview guides and participant letters to be used by Ruben Arceo, S.J. in his dissertation research, and that I find its translation from English to Spanish to be appropriate.

Sincerely yours,

Luis Calero, S.J.

Luis Calero, S.J.
Associate Professor of Anthropology
Santa Clara University

APPENDIX DD
Reliability Panel Invitation and Information letter



RELIABILITY PANEL INVITATION AND INFORMATION LETTER

Date _____

Dear (Participants Name),

Greetings! I hope you are doing well and things are going well for you. .

I am Rubén Arceo, S.J., and a Jesuit from the Mexican Province. I am currently working on my doctorate at the University of San Francisco in the Institute for Catholic Educational Leadership (ICEL). At the beginning of the spring semester of next year, I hope to defend my dissertation proposal. Following that, I can begin conducting the survey research component of my dissertation.

Part of the process in developing a researcher generated survey is to have it validated and tested. At this time of my dissertation work, I have completed the validation stage of my survey. The next step is to conduct a test and re-test of the survey to examine its reliability. This is done by selecting a group of independent persons who will closely resemble the participating population for the study.

A test-Re-test of the survey implies taking the survey two times. You will take it once, and after two weeks, you will take it again. Then, I will measure the consistency of the answers from the first survey to the second one. The average will indicate the reliability of the survey as instrument of data collection.

You would not need to worry about this calculation. The only thing you would do is to take the survey, naturally, by answering the questions from your personal perspective and submit the survey. After two weeks, I will send you an e-mail asking you to re-take the survey. Your answers will be confidential and will not be shared with any one.

The purpose of my study is to identify and examine the self perceived leadership roles and styles of seven university presidents in Jesuit higher education, and the perceptions of their administrative collaborators and faculty.

I have design two surveys: one survey for the Jesuit university presidents and another survey for the administrators and faculty. The surveys will be conducted on-line by computer program called "Survey Monkey".

If you accept to help me test the reliability of my survey, I will send you the web site's link of the Survey by e-mail. You will click at the link and the survey will appear on your computer screen. This will take you 15 min.

If you are interested in helping me to test my survey, please let me know by replaying to this e-mail. If you have any questions please feel free to contact me at any time.

Thank you in advance for taking the time to read this e-mail and considering this possibility. Have a great day and. God bless!

My best of regards.

Fr. Rubén Arceo, S.J.
Doctoral Student of the *Catholic Educational Leadership* Program
University of San Francisco, California, U.S.A.
818- 668-1856 (*Cellular*) / 415-422-6031 (*home*)
E-mail: rarceo@usfca.edu / rarceosj@yahoo.com



APPENDIX EE
Reliability Panel Surveys URL-Links and Instruction Letter



RELIABILITY TEST UNIVERSITY PRESIDENTS' SURVEY INSTRUCTION LETTER AND URL-LINK

Date _____

Dear Dr. (participants name),

Greetings! Hope that you are doing well. Thank you so much for accepting to help me test my survey. I am very grateful for your time and attention on this matter. Hope that this activity does not add to much work to your regular work schedule.

Below, you will find a link to the presidents' survey. The survey cover letter will give you information about the survey and instructions on how to complete it. Two weeks from the day you complete the survey, I will send it again. Thank you so much for your time and assistance. If you have any questions, please don't hesitate to contact me. God bless.

PRESIDENTS SURVEY LINK

https://www.surveymonkey.com/s.aspx?sm=MDfaC2GaCAM0Snir_2b1nMSQ_3d_3d

Fraternally,

Fr. Rubén Arceo, S.J.
 Doctorate Canditate of the *Catholic Educational Leadership* Program
 University of San Francisco, California, U.S.A.
 818- 668-1856 (*Cellular*) / 415-422-6031 (*home*)
 E-mail: rarceo@usfca.edu / rarceosj@yahoo.com





RELIABILITY TEST ADMINISTRATIVE AND FACULTY SURVEY INSTRUCTION LETTER AND URL-LINK

Date _____

Dear Dr. (participants name),

Greetings! Hope that you are doing well. Thank you so much for accepting to help me test my survey. I am very grateful for your time and attention on this matter. Hope that this activity does not add to much work to your regular work schedule.

Below, you will find a link to the administrator's survey. The survey cover letter will give you information about the survey and instructions on how to complete it. Two weeks from the day you complete the survey, I will send it again. Thank you so much for your time and assistance. If you have any questions, please don't hesitate to contact me. God bless.

ADMINISTRATORS AND PROFESSORS SURVEY LINK:

https://www.surveymonkey.com/s.aspx?sm=yIMQA8xdGKzZfgYNql4dQ_3d_3d

Fraternally,

Fr. Rubén Arceo, S.J.
 Doctorate Candidate of the *Catholic Educational Leadership Program*
 University of San Francisco, California, U.S.A.
 818- 668-1856 (Cellular) / 415-422-6031 (home)
 E-mail: rarceo@usfca.edu / rarceosj@yahoo.com



APPENDIX FF
IRBHS Letter of Approval

: IRB Application # 08-080 - Application Approved - Dissertati... <http://us.mc546.mail.yahoo.com/mc/showMessage?fid=Dissertation...>

Fwd: IRB Application # 08-080 - Application Approved

Friday, October 31, 2008 11:25 AM

From: "Ruben Arceo" <rarceo@dons.usfca.edu>
To: rarceosj@hotmail.com, rarceosj@yahoo.com

-----Inline Attachment Follows-----

----- Forwarded message -----

From: Ruben Arceo <rarceo@dons.usfca.edu>
Date: Fri, Oct 31, 2008 at 9:34 AM
Subject: Re: IRB Application # 08-080 - Application Approved
To: irbphs@usfca.edu

Dr. Terence Patterson, EdD, ABPP

Thank you so much for your notification. I want to thank you for your time and attention in reviewing my application. May bless you and wish you all the best.

Fr. Ruben Arceo, S.J.

On Fri, Oct 31, 2008 at 7:48 AM, irbphs@usfca.edu wrote:
 October 31, 2008

Dear Fr. Arceo:

The Institutional Review Board for the Protection of Human Subjects (IRBPHS) at the University of San Francisco (USF) has reviewed your request for human subjects approval regarding your study.

Your application has been approved by the committee (IRBPHS #08-080). Please note the following:

1. Approval expires twelve (12) months from the dated noted above. At that time, if you are still in collecting data from human subjects, you must file a renewal application.
2. Any modifications to the research protocol or changes in instrumentation (including wording of items) must be communicated to the IRBPHS. Re-submission of an application may be required at that time.
3. Any adverse reactions or complications on the part of participants must be reported (in writing) to the IRBPHS within ten (10) working days.


If you have any questions, please contact the IRBPHS at  (415) 422-6091


On behalf of the IRBPHS committee, I wish you much success in your research.

Sincerely,

Terence Patterson, EdD, ABPP
 Chair, Institutional Review Board for the Protection of Human Subjects

IRBPHS University of San Francisco
 Counseling Psychology Department
 Education Building - 017
 2130 Fulton Street
 San Francisco, CA 94117-1080

 (415) 422-6091 (Message)

 (415) 422-5528 (Fax)

irbphs@usfca.edu